

INNOVATION SCHOOL APPLICATION



Swigert-McAuliffe International School

June, 2011

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EMBEDDED ATTACHMENTS

Teacher / Student Schedule & Calendar
Student / Family Handbook
Enrollment Documents
Organizational Chart
Committee Descriptions (Included in SAC By Laws)
School Accountability Committee By Laws
DPS IKE-R Retention and Acceleration Procedures

ADDITIONAL ATTACHMENTS

Appendix E Waivers Requested
Five-Year Budget

OVERVIEW

The purpose of Colorado’s Innovation Schools Act is to improve student achievement through greater school flexibility in areas such as human resource practices, budgeting, scheduling, and education programming. 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.

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.

Swigert-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.

Charles Raisch, Principal

C. Date application submitted.

June 2011

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

Swigert-McAuliffe International School (SMIS) is the third elementary 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 schools of 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 school in August 2011. It was decided that students interested in attending the new school would be identified and placed in Westerly Creek classrooms for the 2010-2011 school year.

In addition to providing a neighborhood school for the children of Stapleton, SMIS strives to provide a unique schooling option for families. A community survey, which resulted in almost 600 responses, indicated that families wanted more programming and school options in the community. The two existing neighborhood schools offer a traditional DPS curriculum and structure. Charter schools near the neighborhood, such as Odyssey and the Denver School of Science and Technology (DSST), have long wait lists.

After collecting close to 600 surveys, the community of Stapleton expressed 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 to the DPS Instructional Division. The recommendations that came forward involved the implementation of the IB Primary Years Program in grades K-5. The IB Middle Years program in 2012-13 for grades 6th-8th was also a recommendation from the Steering committee, but is not included in this Innovation School design. Additionally, the use of Singapore Math for grades K-5 was a recommendation from the committee. Finally, it was recommended that the new school offer a special education integrated model targeting three and four year olds that later will matriculate into the school.

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

A steering committee, including community members and Stapleton 3 at Westerly Creek Elementary staff members identified to move to SMIS in the following year, was created to provide guidance and direction to the principal in the development of the new school and innovation plans.

2. Detail who participated on the design team.

Charles Raisch, SMIS Principal
Stapleton 3 Steering Committee

Community Members

Traci Gillespie
Brandon Auster
Leslie Axvig
Chris Wellens
Mike Webb
Katie Green
Liz Mooney
Michelle Boley
Sonia Anders

Westerly Creek Staff Members Identified for SMIS

Krystie Warlum
LaVonne Price
Laura Krenz
Atlanta Waldren
Leah Vogt
Andrea Lauder
Anne Draper
Nicole West
Ariana Oppegard
Emily Selman
Shannon Evans

Jeanette Cornier, Innovation Consultant

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

Charles Raisch, SMIS Principal, led the development of the innovation plan. Stapleton 3 Steering Committee members reviewed the plan for consistency with community input. Jeanette Cornier, Innovation Consultant, facilitated the completion of the innovation application based on the specifications of the SMIS administration and steering committee.

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

Not applicable. As a new school, there are no current teachers, staff, administrators, a CSC or parent body. The school principal has done extensive outreach, as outlined above, and has included teachers, parents, and community members in the steering committee that has advised on the new school and innovation plan.

SUMMARY OF INNOVATIONS

The SMIS plan includes the following innovations:

Education Program – SMIS will implement a unique instructional approach referred to as a “Program of Inquiry” based on the Colorado P-12 Academic Standards and the International Baccalaureate Primary Years Program (“PYP”).

A waiver has been approved by the CAO’s office to replace the DPS math curricular materials with Math in Focus: Singapore Math.. In the future, DPS curricular materials for language arts, science, and social studies will be implemented and aligned to the SMIS Program of Inquiry. If alignment requires replacing additional DPS curricula, SMIS will follow the DPS process for securing approvals from the Chief Academic Office to offer alternatives to District-provided curriculum.

Specific Education Program innovations include:

- An International Baccalaureate education Program of Inquiry (scope and sequence), with DPS curricular materials for language arts, science, and social studies.
- Replacement of DPS math curriculum and instructional materials with Singapore Math.

Time – SMIS is requesting waivers related to staff work schedules. Teachers will teach all subjects in the interdisciplinary curriculum and will have structured collaborative work time related to analyzing student data and implementing the IB framework with fidelity. Teachers will conduct parent-student-teacher conferences three times per year in accordance with the IB program and will participate in other community outreach efforts as needed.

Specific innovations with Time include:

- Staff daily schedules and the annual calendar will be determined by school leadership in consultation with the School Accountability Committee (“SAC”); the amount of staff contact time will meet or exceed district expectations
- Student schedules and calendar will be determined by school leadership in consultation with the SAC; the amount of student contact time will meet or exceed district expectations
- Professional development days, days off, and late starts/early releases will be based on school needs and determined by school leadership in consultation with the SAC

Human Resources – SMIS is requesting waivers to hire, develop, place, evaluate, compensate and dismiss teachers and staff so as to best serve the needs of students. All staff will be hired directly by SMIS. . Teachers, paraprofessionals, and secretaries will be on annual contracts. School leaders,

custodians, and facilities managers will be at-will employees. SMIS will not accept direct placements or transfers from the District.

Specific Human Resource innovations include:

- Annual contracts for all teachers, paraprofessionals, and secretaries.
- At-will employment for the school leader, custodians, and facilities managers.
- School policies for dress and grooming for all staff.
- Recruitment, hiring schedule, staff selection will be made by school leadership.
- Hire non-licensed teachers that meet NCLB highly qualified requirements and program needs; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Compensation system that meets or exceeds DPS/DCTA collective bargaining agreement.
- Annual leave days will be provided instead of sick leave days
- Additional incentives and stipends, depending on availability of funding.
- Professional development content and schedule will be determined by school leadership.
- Staff assignments, transfers within school, schedules and job sharing will be determined by school leadership.
- Not accepting direct placements or the transfer of teachers within or out of the school by the District
- Creating a process to address under-performing employees.

Budget – SMIS is requesting waivers from District policies related to budgeting and accounting. SMIS will select District services from the “budget menu” each year based on the operational needs of the school. In year one, SMIS will budget based on average salaries and will analyze the impact of budgeting in future years based on actual salaries. In year three, SMIS will hire a business manager to manage the budget and allow for the direct accounting, receipt of revenue, and procurement of goods and services. Until that time, the principal will oversee all aspects of the budget and the executive secretary will assist with financial management and bookkeeping.

Specific Budget innovations include:

- Managing school finances, which include collecting revenues and managing receipts of money.
- Selecting and purchasing district services on an annual basis as determined by school leadership. The school may contract with third-parties for goods and services to maximize efficiency and effectiveness.
- Potentially budgeting using actual rather than District average salaries in future years.

Enrollment – SMIS is requesting waivers from the District enrollment policies in order to work directly with the two other schools in the Stapleton neighborhood boundaries (Westerly Creek Elementary and William Roberts K-8) to populate the schools equitably, with those students who live closest to the school receiving some priority. Additionally, SMIS is requesting a waiver in order to allow SMIS to reserve 10% of Kindergarten enrollment for students in NCLB identified failing schools from other DPS neighborhoods, provided that the Stapleton neighborhood students can be served in one of the three neighborhood schools. If all three Stapleton schools reach the preferred enrollment capacity of 25 Kindergarten students per class in any given year, SMIS will not reserve 10% of Kindergarten enrollment for students from NCLB identified failing schools. The final development of these enrollment policies will be done in partnership with the District, Westerly Creek Elementary and William Roberts K-8.

Upon enrolling in a tuition-based program (i.e., ECE and Kindergarten), a non-refundable deposit will accompany an acceptance letter; such deposit will not exceed first and last month's tuition that is applicable to each family. SMIS will work with the Early Education Department and other necessary District department's to create the necessary documentation and supporting processes to collect tuition deposits and to bill and collect monthly tuition. Implementation of the deposit policy is contingent upon creating all necessary supporting documents and processes.

Governance – SMIS will be governed by the school principal in accordance with the autonomy and accountability outlined in the Innovation Plan. The school principal will report to the DPS Office of School Reform and Innovation.

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 School Accountability Committee, which includes the school principal. In the event that the SAC does not reach consensus, the principal make decisions that take into consideration the input of SAC members and the school's mission, vision, and student achievement goals.

- Governance model replaces the Collaborative School Committee with a School Accountability Committee that advises the school leader
- The school leader is accountable and responsible for the implementation of the Innovation Plan and has the decision making authority and autonomy outlined herein

INNOVATION: VISION & MISSION

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

A. State the vision of the school.

SMIS will be distinguished by the high achievement and high growth of all its students, its technologically advanced programming, and the contributions made to the school by the community.

B. State the mission of the school.

1. Identify the school's target student population and community to be served.
2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.
3. Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school aims to achieve.

SMIS aims to develop knowledgeable, inquisitive, and compassionate young people through the collaboration of students, teachers, parents and community.

Knowledgeable - SMIS provides a challenging and exceptional academic environment while helping each child to reach his/her full potential.

Inquisitive - SMIS fosters curiosity and empowers students, creating passionate, lifelong learners.

Compassionate - SMIS strives to create a better and more peaceful world by developing caring, respectful students who contribute not only to their own well-being, but also to that of their immediate community, global community, and environment.

SMIS 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: 20% African American, 8% Hispanic, 12% Asian, 2% Native American, 58% White, 30% eligible for Free and Reduced Lunch, and 10% English language learners.

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

The Denver Public Schools mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society.

By providing the Stapleton neighborhood and the greater DPS community a high-performing, technologically advanced school program that develops knowledgeable, inquisitive, and compassionate students, SMIS will significantly expand the number of DPS 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 SMIS mission of knowledgeable, inquisitive and compassionate students.

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.

Compassionate students – Innovation status will enable us to develop a positive school culture where students and staff model expectations and positive behaviors. The IB learner profile enables 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 so that opportunities for collaboration and deeper inquiry are provided. 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

choice into SMIS from NCLB failing schools, provided all neighborhood students have the option to attend another neighborhood school.

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. 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 us to establish a learning community that best addresses the community’s need for a high performing, technologically advanced educational option that produces knowledgeable, inquisitive and compassionate students. SMIS will maximize full autonomy over budget, staffing, schedule, program 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, deep inquiry, and use of technology 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.

SMIS will incorporate opportunities for character development with a focus on the following attributes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. Character education will be directly taught by the principal through fitness and games sessions 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 SMIS 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.

International Baccalaureate Primary Years Program

The IB program is research-based and proven effective in schools across the nation and the globe. In an international study, IB PYP students outperformed their non-IB peers on the International Schools’ Assessment in the majority of grade levels¹. The PYP model is dependent on the commitment to a constructivist, inquiry-based approach to learning. Generally speaking, constructivists, including

¹ Australian Council for Educational Research. (2010). PYP and MYP Student Performance on the International Schools’ Assessment (ISA).

Vygotsky, Piaget, and Dewey define learning as the creation of meaning that occurs when an individual links new knowledge existing knowledge. Theorists Bruner and Gardner state the focus of teaching curricular content needs to enable teachers to make connections between learners' existing knowledge and their individual learning styles in the context of new experiences. This is addressed in the PYP by providing opportunities for students to build meaning and refine understanding, principally through structured inquiry. An external evaluation of IB programs in Texas found that in addition to students making similar achievement gains, increases were found in teacher collaboration, authentic assessment, student motivation, critical thinking skills, and student global and cultural awareness². The educational program is updated and supported by the International Baccalaureate Organization and aligns well with the SMIS mission of developing students who are knowledgeable, inquisitive, and compassionate. The Primary Years Program (PYP) recognizes that it is important for students to develop content specific knowledge by making connections to big ideas and concepts that are relevant throughout the disciplines. Students will be taught using a Program of Inquiry which includes concepts, knowledge, skills, attitudes, and action. PYP includes the themes: *Who We Are*, *Where we are in Place and Time*, *How we Express Ourselves*, *How the World Works*, *How we Organize Ourselves*, and *Sharing the Planet* each year. Each grade level addresses these themes through reading, writing, science, math, art, social studies, and world language instruction. Case studies of PYP in Georgia identified the following successful strategies that will be implemented at SMIS: whole-school immersion, collaborative planning, continuous training, resources allocated to the program, and community and leadership involvement³. All SMIS staff, including the principal, will participate in 4 days of professional development in the IB PYP prior to each school year until they have been through category 1, 2, and 3 trainings. In addition, teachers will participate in 6 additional days of professional development in the IB PYP over the course of the school year and weekly data team (60 min) and unit development meetings (60 min).

Singapore Math: Houghton Mifflin Harcourt Math in Focus Program

SMIS will replace the DPS Everyday 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 Everyday 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 Everyday 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 assessment⁴. 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 elementary teachers in Singapore are better prepared and more knowledgeable about

² State of Texas Education Research Center. (2010). Evaluation of IB Programmes in Texas Schools. Texas A&M University.

³ Education Policy and Evaluation Center. (2009). The Primary Years Programme Field Study. University of Georgia, IB Research Dept.

⁴ Educational Research Institute of America. (2010). http://www.hmhco.com/news/2011/0118_news_release.html

the math concepts that they teach⁵. A critical component of the SMIS implementation of the Singapore Math program will include preparing teachers with the conceptual knowledge necessary to teach this rigorous elementary math curriculum. SMIS 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.

- B. Provide an overview of the instructional philosophy and approach. What innovations, if any, will the school implement?

IB Program of Inquiry

The goal of the IB Primary Years Program is to have students taught in a way that develops content knowledge and skills (e.g. reading, math, science, technology) as well as trans-disciplinary skills (e.g. thinking skills, communication skills, research skills, self-management skills, and social skills).

Through the IB PYP, SMIS students will reach high levels of achievement and growth in academic areas as well as demonstrate appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.

Within the PYP, students are taught in a way that helps them develop both content specific skills and attitudes to enable them to be successful with people from all backgrounds. The program encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

As a part of the IB Primary Years Program, the school intentionally deepens the scope of the Denver Public Schools curriculum through the development of a comprehensive, site based Program of Inquiry. The Program of Inquiry becomes the curriculum framework of the PYP School.

The Singapore Math program aligns well with the IB Program of Inquiry with its emphasis on providing instruction in fewer concepts and developing them to mastery. Consistent with the PYP, Singapore Math develops math conceptual knowledge, procedural computation, and problem solving skills.

Education Program Innovations

SMIS will implement a unique Program of Inquiry scope and sequence based on the Colorado P-12 Academic Standards and the International Baccalaureate Primary 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. SMIS 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 SMIS Program of Inquiry. If alignment is found to require replacing additional DPS curricula, SMIS will follow the District process for securing approvals from the Chief Academic Office to offer alternatives to District-provided curriculum after identifying replacement curricular materials.

⁵ 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.

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

SMIS will provide an inquiry-based collaborative learning environment for students and staff. The culture at SMIS will focus on challenging academics, thoughtful questioning, and character development. Students will engage in interdisciplinary studies and will be active participants in developing their educational path.

Implementing this collaborative culture and learning environment will require innovations in teacher and student scheduling to maximize collaboration and inquiry time.

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

SMIS teachers will teach all core subjects to their students allowing them to integrate concepts and to infuse trans-disciplinary skills and attitudes across all areas of the curriculum. The classroom will be organized to encourage a thematic approach that blends concepts from all disciplines. Thematic units will be developed collaboratively by teacher teams and delivered by the classroom teacher. Students will have opportunities to learn about concepts in depth, to engage in collaborative learning teams, and to develop creative representation of knowledge and skill.

The optimal class size for SMIS teachers to deliver the IB Program of Inquiry is no more than 25 students in a class. SMIS leadership will work with the District and the other Stapleton elementary schools to distribute neighborhood students and keep class sizes small to the greatest extent possible.

Innovation status will allow us to define a schedule that will allow teachers time to plan and conduct interdisciplinary units

- E. Describe how the program will serve English language learners. What innovations, if any, will the school implement?

All teachers at SMIS will be ELA-E qualified per the District standards. Teachers will have access to materials and resources that will be necessary to provide differentiated instruction using the SIOP model to support the learning and achievement of English language learners. If direct ELA instruction is required, SMIS will work with the district to allocate funding for a part time ELA resource teacher. At this time, the district projections do not include an allocation for an ELA resource teacher.

SMIS will hire, train, supervise, evaluate, and assign all staff including those who provide ELA instruction.

- F. Describe how the program will serve special education students. What innovations, if any, will the school implement?

All teachers at SMIS will differentiate instruction and provide appropriate accommodations for students with disabilities to ensure access to and progress in the curriculum. A special education teacher will provide interventions to students with disabilities based on individualized education plans.

Students with disabilities will also be integrated into the SMIS preschool program (50% children with disabilities with significant support needs and 50% students without disabilities). Students that participate in the SMIS preschool program may continue at SMIS, move on to another neighborhood school closer to their homes, or enroll in a district center based program for students with disabilities.

SMIS will hire, train, supervise, evaluate, and assign all staff including special education teachers.

- G. 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?

Students will use the DPS literacy curriculum. Instruction in reading will be leveled to ensure the appropriate level for growth and success. The DPS Reader and Writer's workshop has individual conferencing with the teacher as a regular and necessary component of the language arts block of instruction. The conferences both provide the teacher the ability to establish individual learning goals but also to make adjustment specific to the student for either direct on the spot intervention or thru small group skills instruction. SMIS will use the DPS LLI supplemental intervention program for reading.

SMIS will implement Singapore Math as a replacement to the DPS math curriculum. The Singapore Math program has within it an intervention program that enables the teacher to make adjustments, extend a lesson and to build foundation. The math program offers extensions that enable students working at an advanced level to increase the complexity of the activity to further deepen both understanding but also application at a higher level.

- H. Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

SMIS will use innovation status to implement a research-proven educational approach that appeals to the new and growing student population in the Stapleton and greater DPS choice communities and has been shown to produce gains in academic achievement. As a part of the IB Primary Years Program, SMIS will intentionally deepen the scope of the Denver Public Schools curriculum through the development of a comprehensive, site based Program of Inquiry. The Program of Inquiry becomes the curriculum. Innovation status will allow SMIS to hire and train teachers who are skilled IB teachers and are committed to the mission, vision, and culture of the school.

SMIS will also use innovation status to replace the DPS math curriculum with Singapore Math, a rigorous program that is aligned to the new state standards and proven effective in producing internationally competitive academic achievement.

- I. **If you are requesting waivers to DPS core curriculum materials please complete Appendix A.**

SEE 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.

SMIS will implement all DPS required assessments. A waiver is not being requested.

In the beginning of the year, all students will be assessed in reading and math and data will be used to plan for instruction. These assessments will be administered again at the end of the year to measure student growth in the curriculum. In addition, SMIS will systematically implement formative assessments within lessons that are aligned to the IB Program of Inquiry. Students will be monitored weekly for progress toward learning objectives and teachers will make adjustments to instruction based on student

data. Each student will have an individual plan for instruction to ensure that they are progressing within the curriculum and mastering essential knowledge and skills.

In subsequent years, the Leadership team will review our assessment plan to determine if additional assessments are required or if modifications are required.

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

SMIS is committed to using data to drive instruction. In measuring student progress toward meeting goals, SMIS will implement all DPS required academic assessments such as benchmark tests, DRA scores, math assessments, and writing rubrics. Additional assessments will include observation, conferencing, formative assessments developed by teachers, student developed rubrics, self-assessment, and student led conferences. The core values will be assessed using class discussions, conversations, character building activities, school assemblies, and celebrations of students.

- 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.

SMIS 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. Each student will be in essence individually guided through their instruction, moving forward to mastery of the skills identified within the instruction.

The staff will be organized in grade level collaborative 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 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. SMIS 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.

As part of participation in the IB program, SMIS staff will develop a clearly defined assessment policy that is both understood and implemented. The major thrust of that policy will include: Purpose for assessment, principles of assessment, and assessment practices. Furthermore, the structure, frequency, responsibility, recordkeeping, and use of the assessments within the policy will need to be addressed and implemented for the IB organization to approve our program.

We anticipate meeting on a weekly basis to review performance data and adjust instruction.

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

NOT APPLICABLE

INNOVATION: GRADUATION AND PROMOTION

V. **Describe the school's proposed graduation and promotion policies.**

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

SMIS is requesting a waiver from the District's Graduation and Promotion policies, as described in Appendix C.

Consistent with the DPS promotion, retention and acceleration policy IKE, SMIS 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."

SMIS promotion, retention and acceleration policies are consistent with the DPS IKE and IKE-R policies with the exception of the provision that parents must concur with the principal's recommendation in order for a student to be retained or accelerated. Instead, the principal will make final decisions about promotion, retention, and acceleration after considering the body of evidence for student social/emotional and academic progress and input from parents and teachers.

The SMIS 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.

See attached SMIS promotion, retention and acceleration policies.

B. Provide the school's exit standards for graduating students.

Not Applicable – Elementary School

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

Parents and students will be notified of the promotion and graduation criteria upon enrollment in SMIS 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.

D. 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.)

Not Applicable – Elementary School

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

See Appendix C

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.
1. Complete the Academic Goals Worksheet in **Appendix D**.

SMIS academic performance will be in the high status and high growth quadrant of the DPS SPF and will be “Distinguished” on DPS and state accreditation measures.

- 100% of students in grades 3-5 will demonstrate more than one year’s growth on CSAP.
- 100% of students in grades K-3 will demonstrate more than one year’s growth on DRA.
- 80% of the students in grades 3-5 will score proficient or advanced on the CSAP tests in reading and math.
- 70% will score proficient or advanced in the area of writing as measured by the CSAP in grades 3-5.
- 85% of the students will be at grade level in grades K-5 on the DRA at the end of the year.
- ELA students will advance one level of proficiency each year until exited from the program using the state CELA assessment.
- AYP will be achieved in all areas each year.
- Achievement gaps that appear will demonstrate a 10% improvement each year until no gap exists.

SEE APPENDIX D Academic Goals Worksheet

- B. 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?

SMIS will monitor the implementation and effectiveness of the education program and engage in continuous quality improvement in order to meet achievement goals. As part of the IB program requirements, SMIS will develop policies, procedures and assessments to gauge the progress of each individual student and to monitor the implementation of the curriculum. Additionally, SMIS will use rubrics in reading and writing to monitor the progress students make related to the new state standards. Math pre and post tests along with benchmark assessments in grades 2 and up provide real time feedback to the teacher.

The STAR program will also be used to monitor student progress in reading. SMIS will use a continuous assessment model to continuously gauge and measure students on the objectives of the units of study. The staff will meet in data teams weekly to analyze student progress, identify problems, and establish remediation actions or adjustments to instruction to ensure that all students are making necessary achievement gains.

No waivers are required to implement the SMIS continuous quality improvement plan.

- C. Attach the school’s Uniform School Improvement Plan (UIP) and briefly explain how the proposed innovation plan aligns with UIP goals.

Not Applicable – New 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 any innovations to the school’s calendar and schedule under innovation status and how such changes will lead to increased student achievement.

The SMIS school calendar and schedule will meet or exceed the DPS student and teacher contact time.

Student Schedule and Calendar

The SMIS student schedule will include 7 hours per day of student contact, 15 minutes more per day than other neighborhood schools, allowing for additional time for student collaboration and the addition of program content such as Spanish instruction.

Due to the DPS transportation schedule, the SMIS student day for the 2011-2012 year will begin at 8:45am and end at 3:45pm. In following years, the start and end times for the student day may be changed based on school and community needs, provided that the student contact time meets or exceeds the District.

The SMIS student calendar will follow the 171 days on the DPS calendar.

Teacher Schedule and Calendar

The 2011-2012 SMIS teacher calendar will include 5 fewer days (179 total) to compensate for longer work days (15 min x 171 days) to accommodate the extended student schedule. SMIS overall teacher contact time is the same as the current DPS expectation. In addition, SMIS teachers are required to participate in three parent-teacher-student conferences with each family, outside of the student contact day, with no additional compensation. The SMIS teacher calendar may be changed based on school and community needs. Teachers may be provided with stipends for extra duty or time as determined by the school principal in consultation with the SAC.

Use of student time within the day will be redesigned to increase inquiry based learning and collaboration. Teacher planning time will be structured for student data analysis, collaborative planning, and professional development. Teachers will participate in weekly data team (60 min) and unit development (60 min) meetings.

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

See Attached DPS Calendar and SMIS Teacher and Student Schedule

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

The SMIS student day will be 7 hours (420 minutes), beginning at 8:45am and ending at 3:45pm.

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.

Daily Minutes of Instruction in Core Subjects:

120 minutes for language arts

60 minutes for mathematics

60 minutes for science/social studies

*Note: The 240 minutes of core subject instruction each day are provided consecutively by an IB trained teacher, allowing for interdisciplinary and inquiry-based lessons.

4 hours of core instruction x 171 student contact days = 684 hours per year of core instruction.

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

60 minutes of independent reading or reading intervention

60 minutes of specials / enrichment (art, music, Spanish, technology, character education)

30 minutes of recess / physical activity

30 minutes of lunch

INNOVATION: STUDENT ENROLLMENT

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

- A. 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.

As a neighborhood school, students in the attendance area will have equal access to enroll in the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Following the approval of this Innovation Plan, SMIS intends to work with the two other schools in the Stapleton neighborhood boundary (Westerly Creek Elementary and William Roberts K-8) and the District to craft an enrollment policy that ensures equitable access to students who live closest to the school and to students who are currently enrolled in an NCLB-identified failing school from other DPS neighborhoods.

Specifically, SMIS is requesting waivers to develop and implement an enrollment policy that achieves the following:

- Reserve 10% of Kindergarten enrollment for students in NCLB identified failing schools from other DPS neighborhoods, provided that the Stapleton neighborhood students can be served in one of the three neighborhood schools. If all three Stapleton schools reach the preferred enrollment capacity of

25 Kindergarten students per class in any given year, SMIS will not reserve 10% of Kindergarten enrollment for students from NCLB identified failing schools.

- 50% of new enrollment from the neighborhood nearest the school

The enrollment policy will be developed in partnership with Westerly Creek Elementary, William Roberts K-8, and the District.

Upon enrolling in a tuition-based program (i.e., ECE and Kindergarten), a non-refundable deposit will accompany an acceptance letter; such deposit will not exceed first and last month's tuition that is applicable to each family. SMIS will work with the Early Education Department and other necessary District department's to create the necessary documentation and supporting processes to collect tuition deposits and to bill and collect monthly tuition. Implementation of the deposit policy is contingent upon creating all necessary supporting documents and processes.

Fifty percent of the students in the early education integrated classrooms (am and pm) will have IEPs that identify significant support needs and who are placed by DPS into SMIS ECE classrooms. The remaining ECE enrollment will include tuition based non-IEP students. Transportation is provided to the identified IEP students.

Four open houses and over 50 personal meetings with parents have been part of recruitment efforts. Brochures along with common questions and answers were distributed. A door to door mail drop was conducted in the fall to each home that was part of a boundary extension alerting them to the new school and to involve that segment of the community in the planning process. Extensive use of the internet along with a block captain distribution network was also utilized to inform and involve the community.

- B. Please attach any written enrollment documents, including the Student Handbook, and/or forms that will be provided to or required of students and families.

See attached Parent/Student/Family 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**, the 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.

The 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.

Employment Status

Annual contracts will be provided to teachers employed at SMIS. SMIS and DPS will have the right to end the work relationship at any time with cause and at the expiration of an annual contract without cause. Teacher employment will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*

Teachers employed by the DPS who obtained non-probationary status in the DPS prior to their employment at SMIS will work under the terms reflected in the annual contract. 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 SMIS if they do not secure a position through mutual consent.

Annual contracts will be provided to secretaries and paraprofessionals employed at SMIS. SMIS and DPS will have the right to end the work relationship at any time with cause and at the expiration of an annual contract without cause.

The employment of custodians and facilities managers with SMIS will be “at-will.” SMIS can release custodians and facilities managers from the school for any reason at any time, provided school leadership proposes, and the District approves, an alternative custodial and facilities management solution. The employment rights of custodians and facilities managers with the District that have been released from SMIS will be determined by District policy and the applicable collective bargaining agreement (custodians) or memorandum of understanding (facilities managers).

As Described in this document, including **Appendix E**, the school 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.
- Hire part-time staff on fractional increments (e.g., .30 FTE, .65 FTE) that meet the needs of the school.
- 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. SMIS 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 SMIS students, staff, and programs.
- Create a process to evaluate and improve teacher performance.
- Create a process to address under-performing employees.
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.

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

- B. Describe any innovations in the school's staffing plan under innovation status and how these changes will produce gains in academic achievement.
1. 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 SMIS principal will have the autonomy and accountability outlined in the Innovation Plan and will report to the Office of School Reform and Innovation instead of an Instructional Superintendent. SMIS will have a School Accountability Committee that will provide input into leadership decisions. The school will not have a Collaborative School Committee. All school staff, including custodians and facilities managers, will be evaluated by the principal. The IB Facilitator will conduct observations and provide feedback on instruction to the teaching staff.

See attached organizational chart

2. Describe all non-teaching staff positions and how they will contribute to achieving the school's goals.

The principal at SMIS, in consultation with the School Leadership Team, will prepare job descriptions for all staff assignments at the school. The principal may use standard DPS job descriptions, but is in no way limited to them.

The primary role of paraprofessionals in the ECE and kindergarten classrooms is to support the management and supervision of the students. Paraprofessionals, under the guidance of the teacher, will support student instruction through delivery of the PYP program. The individualized nature of the instructional program requires additional support to address the variances in each learner's needs. The paraprofessionals also provide needed supervision of students during lunch, before school, after school, and during recess. Preparation of materials, copying, distribution of materials and management of the various needs of the teachers and students are other responsibilities of paraprofessionals. This support enables students to receive on target instruction to increase learning.

The library paraprofessional prepares and organizes media materials to promote independent reading and building the habit of reading. Efficient and effective materials in a media center advance the utility of the materials and increase the use by the students in pursuit of acquiring knowledge. This work supplies students with not only reading materials, but fosters the search for answers to questions pursued by the students as they implement the attributes of the program of inquiry.

The secretary and nurse office paraprofessional are responsible for recordkeeping, attendance monitoring, and communication with the public, among other tasks assigned by the principal. Additionally, the secretary supports the principal directly and prepares and monitors the funds, ordering and receiving of materials, personnel tracking, leaves, absences, reception, and direct student support as necessary. The secretary manages the data base system for all records of the school.

The IB Facilitator acts as a pedagogical leader of the program in the school. The facilitator has a pivotal role to ensure that the standards for implementation are understood, and that the program is planned, taught and assessed collaboratively. Together with the leadership team the facilitator is responsible for the development of the program. The facilitator works directly with the teaching team and is involved in the planning and training of the staff. The IB facilitator will supervise instructional staff.

A waiver is being requested to allow the IB facilitator to supervise instructional staff, under the direction of the principal, without having a principal's license.

- 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.

SMIS will use the following processes to identify, recruit and select staff:

- Develop job descriptions aligned to the IB program implementation standards and practice.
- For existing employees, assess prior year's performance against their job descriptions and goals.
- Secure support of staff to the requirements established by the Innovation Plan.
- Use the IB website to recruit staff from a broader pool.
- Use all DPS website, job announcement, and job fair opportunities.
- Create an induction program for staff new to the building.
- Clearly communicate in job postings that teachers will be held accountable for implementation of the PYP with fidelity; that the use of technology and embracing the Singapore Math program are job expectations; and that all staff will be on annual contracts and continuing employment depends on performance established in the job description.

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.

Selection criteria

The principal, after consulting with the interview committee, shall select the best-qualified applicant for each position, without regard to age, race, color, creed, sex, marital status, national origin, religion, ancestry or place of residence.

Teacher Qualifications

- Knowledgeable about content standards and content specific instruction
- Highly qualified and appropriately licensed
- Knowledgeable about research on child development, learning and motivation
- Knowledgeable about differentiating instruction for diverse learning styles and abilities
- Demonstrated competencies on tested instruments such as the OMAHA Empathy Interview and the Gallop on-line screening tools
- Knowledgeable about inquiry based learning approaches
- Committed to becoming trained and certified in the IB Primary Years Program
- Collaborative, team players
- Demonstrated communication and customer service skills
- Self-motivated and mission-driven

Note: Without innovation status and accompanying waivers SMIS would encounter roadblocks to not only having the right staff in the school but also resistance to the enormous amount of training and collaboration required to implement the IB PYP.

- 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.

Teacher compensation will meet and may exceed the minimum requirements of the DPS salary schedule/Procomp. Compensation will be based on employee qualifications and performance and not solely on a predetermined salary schedule. Base teacher compensation may be supplemented with periodic stipends or bonuses based on performance and extra time worked, as determined by school leadership and available funding.

Teachers that have strong attendance records are better able to advance students' progress and achievement. In order to create incentives for teachers to not take leave time, SMIS will, following the approval of this innovation plan, develop and implement a policy where teachers will be provided with annual leave time instead of sick leave time and will be paid for unused leave time in excess of 30 days at the end of each year. Teachers will still be able to contribute leave time to the District sick leave bank. The standard substitute rates will apply for each day that is sold when paid the following July. This policy will be developed in greater detail in collaboration with OSRI and will be approved by the District's Human Resource and Budget departments.

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

As described below, SMIS will develop certain components of its professional development program, but may continue to participate in the programs offered by DPS.

Consistent with the school's mission of developing knowledgeable, inquisitive, and compassionate young people, SMIS teachers will participate in collaborative professional development that includes peer observations and feedback and collaborative data analysis and planning. All teachers will receive training in IB at the beginning of the year with ongoing professional development and support from and on-site IB facilitator via weekly meetings. Core teachers will receive three dedicated days of training in Singapore Math, one prior to the start of the school year, one in October, and one in January. In addition, teachers will participate in bi-weekly team meetings focused on the implementation of and progress of students in the Singapore Math program.

SMIS will increase student achievement by ensuring that SMIS teachers are knowledgeable about the content and skilled at implementing the programs that they teach.

1. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees.

Teachers will participate in DPS's leadership options: Teacher Leader Training, Empowering Excellent Educators, and Professional Content Knowledge initiatives. SMIS staff members that participate will be expected to come back and train other teacher leaders in the building, developing capacity of additional staff. In addition, there are multiple opportunities for teachers to take on team leadership opportunities each year. Team leaders participate in the School Leadership Team. (See organizational chart.)

2. Describe how the school's culture and leadership team will support the professional growth of all teachers.

Using a collaborative inquiry approach, SMIS teachers will have opportunities to learn from each other and observe each other regularly. In addition, all classroom teachers will attend IB category-one training with follow-up training in subsequent years. An IB Facilitator will be hired that will provide continuous training related to implementation and alignment of the IB program. Teachers will receive 3 days of training in the Singapore Math curriculum with two of those days delivered on site with modeling and feedback. Teachers will participate in DPS training on Readers and Writers Workshop, and science and social studies curricular materials as needed.

3. Describe the schools plan to cultivate future leadership capacity.

All staff will have opportunities to take on leadership responsibilities on their professional learning teams and with the larger school community. The SMIS principal will encourage teacher leaders and the IB facilitator to learn about the unique leadership responsibilities of the Innovation School leader and to participate in leadership training and development.

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

The SMIS school leader will share innovative practices and results with school and district leaders via the leadership academy roundtable forums. In addition, the SMIS 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.

SMIS will use the LEAP evaluation system framework and observation tools to set individual performance goals in the 2011-2012 school year. Teachers will set goals in consultation with their supervisor.

Should the school determine that it wishes to propose a teacher evaluation system different than LEAP for any reason, including if LEAP processes and procedures infringe on the annual contract, 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 and student progress monitoring. Each month we will celebrate teacher success with public recognition.

Any LEAP processes and procedures that infringe upon the annual contract will not be included in the SMIS performance management system.

Excellence in staff will be recognized and celebrated through monthly staff meetings where teams will share results with other teachers. Standardized test results will be published by grade level and linked to the building website and recognition will be given to effective teams. Effective teachers will model best practices and will work with collaborative teams to analyze instruction that is resulting in exceptional student achievement.

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 assistant principal, 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.

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

When teacher performance is not consistent with the SMIS education program or is not in the best interest of students, the principal will share concerns with the teacher, engage in an open discussion and provide direction on areas of improvement as appropriate. The principal will offer support as necessary and will monitor progress for 30 days.

If there is not adequate progress, school leadership will collaborate with DPS Human Resources to resolve the situation, which may involve notifying the teacher in writing that they may be let go with cause prior to the end of contract or that their contract may not be renewed for the following year.

Depending on performance, an annual contract may not be renewed the following year. Any remediation processes and procedures that infringe upon the annual contract will not be included in the SMIS performance management system.

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

SMIS will implement the DPS LEAP performance management system in the 2011-2012 school year. Teacher performance data and student achievement data will be used to provide specific feedback to improve instruction and subsequently increase student engagement and achievement.

- 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 for creating a common understanding of the standards and practices of the PYP.

With a distributed leadership model, individuals on the team benefit from increased empowerment. The greater the shared focus on the PYP 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 not just an individual. Continuity and consistency of the PYP is maintained when ownership and responsibility rests with groups 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.

The school principal that was hired to lead SMIS has the following characteristics:

- Proven track record of leading a school to be very high performing
- Experience with the Denver Public Schools departments
- Ability to build consensus among groups
- Proven skill at establishing direction for an organization and design multiyear plans to implement the plans successfully
- Broad knowledge of instructional issues
- Proven Staff developer related to curriculum and instructional issues
- Experience with budgetary issues related to schools and school development
- Understanding of Central Office issues, perspectives, and support systems
- Cares deeply about students and their success

Background: Experience with helping a community create a vision and then designing the means to achieve the vision in all aspects of the organization

- 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 SMIS 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 including school staff and community members and create selection criteria that align with the Innovation Plan. The SAC 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 person 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.

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.

SMIS 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.

The 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, once students are enrolled, SMIS will hold an election to determine who the school community will nominate for the SAC. The SMIS school leader 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.

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

B. Describe the parent and community engagement plan that will be implemented to support the school's mission.

The school responsibility to support parents is critical to overall success. Letters have been sent to all incoming families with information that will be helpful in transitioning to a new school. Orientation and visitation sessions are scheduled to support all incoming kindergarten and ECE students. Play groups are forming with the intention of using the new building playground as meeting location to begin welcoming families to SMIS. There is time scheduled meet teachers and visit the school prior to the first day. Parent conferences are scheduled in the first few weeks of the year to begin building the learning plans for the students. A back to school night will be conducted in the first few weeks of the year addressing PYP, classroom procedure, curriculum, communication processes, and to answer questions.

Parents will be asked to sign a parent compact outlining expectations and how they will support their child to be successful in school.

Parents will know that:

- PYP promotes learning for all students
- PYP determines the framework for the Program of Inquiry
- The PYP framework requires the development of particular concepts, knowledge, skills, and attitudes and that opportunities for students to take action are considered and planned
- Teachers plan the program together, providing a coherent education with expectations similar from one teacher to another
- Assessment, world languages are offered and special needs policies are available
- They are partners in achieving the mission and vision of the school

Parental involvement with the education and assessment of students will include: Student led conferences, participation on the School Accountability Committee, signing off on homework, attendance at school assemblies, classroom studies of inquiry, and volunteering.

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

All parents will be asked to sign and commit to a "Parent Compact" outlining expectations for SMIS parents. Topics covered may include:

1. Parent/teacher/student conference attendance required three times per year including an end of the year plan for parent led summer education.
2. Parent volunteer requirement of 5 hours per school year.
3. Expectation for at-home assistance of students
4. Expectation of parent fundraising participation

In addition, the following strategies will be used to increase parent involvement:

- SAC actively recruits minorities.

- Open SAC meetings actively recruit representation from all constituents to come to consensus on autonomy issues.
- New parent/student orientation to include introduction of daily class schedules, Parent Compact and SMIS handbook.
- Providing parents real-time student activity and assessment information via technology
- Parent-led “enrichment” activities/units to draw on the skills of the parent community and enhance the SMIS curriculum

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

International Baccalaureate Organization

1. Describe any other community partnership or services you anticipate developing as a result of innovation status.

We are cultivating a relationship with the SAMS CLUB store that is directly across the street from the school. They have indicated an interest in employees volunteering to work with students.

The school garden will create a partnership with the Slow Food Group in Denver to further the understanding of raising food, developing a palate for fresh food, and soil maintenance activities.

E. If applicable, attach a copy of the school’s bylaws.

SEE ATTACHED SAC 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.

See attached 5 year budget

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

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.

SMIS's technologically advanced programming is supported by the technology infrastructure and hardware included in the facilities design and initial purchases paid for by the new school facilities budget. The new curricular materials and staff development necessary to implement the SMIS educational program and reach the SMIS 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 an IB Facilitator and an Instructional Technology Specialist to support the effective implementation of SMIS's innovative educational programs will be possible through start up funds initially, and sustainable through cost savings realized by actual versus average salaries and school fundraising efforts.

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

Parents in the attendance area who have provided input into the new school design have made a commitment to fundraising to support the successful implementation of the innovative education program. Based on the school principal's experience in other schools with similar demographics, SMIS expects to raise \$100,000 per year through parent and community fundraising efforts. In addition, SMIS will apply for a Walton implementation grant.

Tuition based ECE and Kindergarten programs will charge a nonrefundable tuition deposit of first and last month tuition in order to hold a student's enrollment and ensure that the school can accurately plan for the allocation of resources. SMIS is requesting a waiver to policies for tuition based programs.

- 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.

No funding commitments have yet been secured.

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).

The district in the past has granted schools implementing the IB program a supplemental budget to address expenses. SMIS has been told that the District will no longer provide a supplemental budget for IB programs. Additional costs associated with the IB program include: hiring an IB facilitator and a foreign language teacher; purchasing program materials; training teachers and providing them with time in year one to map assessments to the IB Program of Inquiry; and providing 3 days of substitute pay per teacher in the initial year that the grade level is introduced (e.g. K-2 teachers in 2011-2012).

Additional costs associated with the Singapore Math program include purchasing curricular materials and training staff.

New school costs associated with purchasing reading and math diagnostic assessments include purchasing test materials and protocols for student service providers.

Costs associated with providing global access and advanced technological programming include internet access, promethean boards, and other educational technologies in every classroom and

ongoing training for teachers in the use of these technologies. Additional costs will be incurred for instructional software.

Accounting, purchasing, and payroll will require software at a future date.

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

Initial costs for IB and Singapore Math program implementation will be incurred in year one of operating with innovation status.

Additional one-time costs are associated with equipping the school with promethean boards and other educational technologies and instructional software in every classroom.

Displays for student work will be installed throughout the school in classrooms, hallways and community rooms.

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

New school start up funds will be used to fund initial costs of technology, curricular materials, and training associated with new programs. Innovation status will allow the school to raise funds directly and reallocate funding to support the ongoing implementation of the program.

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).

SMIS 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.

SMIS 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.

SMIS does not anticipate generating any cost savings with innovation status.

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 a great majority of the students generating no revenue (ECE) or half the revenue (Kindergarten) it has been decided to use most District services with the exception of professional development, enrollment, and accounting, and to build a budget using average salaries the first year. 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.

- 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.

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

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

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.

Families need to feel that the staff of the school can make decisions that are consistent with how the child would be worked with at home when experiencing health issues. Students need to attend school as much as possible. To that issue the district has instructed staff to not offer over the counter antibacterial creams, pain relievers, Vaseline for dry lips, salves for itches and dry skin to provide a few examples.

We intend to draft policies and procedure that removes barriers to supporting students with over the counter medications that parents have approved. We seek to acquire permission slips accompanied by verbal approval by parents to provide a limited amount of possible OTC ointments and supports for the students.

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.

A. Please complete **Appendix E**.

[SEE APPENDIX E ATTACHED](#)

ADMINISTRATIVE AND FACULTY SUPPORT

XIV. Provide evidence of administrative and faculty support

As a new school, SMIS administrators, faculty, and staff demonstrate their support for the Innovation Plan by choosing to work at the school. All staff members are provided with information about the Innovation Plan prior to accepting employment. Additionally, as a new school, a Collaborative School Committee has not been established.

COMMUNITY SUPPORT

XV. Provide evidence of community support

[See response to question 1.D.](#)

REQUIRED ATTACHMENTS

Teacher / Student Schedule & Calendar
Student / Family Handbook
Enrollment Documents
Organizational Chart
Committee Descriptions (Included in SAC By Laws)
School Accountability Committee By Laws

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 Primary Years Program. The PYP was first developed by the International Schools Curriculum Project. Schools that have implemented the PYP program in Colorado and DPS have shown significant success and growth in student performance.

Provide an overview of the core curriculum.

We will use the following DPS core curricula: Readers and Writers workshop with the associated support materials including classroom libraries and benchmark books, Tracks Science Program, Avenues for ELA students, District Social Studies Program, adopted art, music, and PE curriculum planning and pacing guides, and the district promoted Spanish Instructional model for teaching a foreign language to elementary students. 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 PYP 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.

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 at Kindergarten -5th grade. The ECE classrooms will use the adopted Everyday Math program currently used in the district.

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. The ability to think critically is essential in our 21st century world.

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 preservice 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. 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 first year expense of the program is less than \$20,000.00. 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 would have been used if the adopted program was put in place.

APPENDIX B
Request Alternative Benchmark Assessment Program

Not applicable

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.
SMIS will develop promotion, retention and acceleration policies that are consistent with the DPS IKE and IKE-R policies with the exception of the provision that parents must concur with the principal’s recommendation in order for a student to be retained or accelerated. Instead, the principal will make final decisions about promotion, retention, and acceleration of SMIS students after considering the body of evidence for student social/emotional and academic progress and input from parents and teachers.

Parents and students will be notified of the promotion and graduation criteria upon enrollment in SMIS 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.
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.
Not Applicable – Elementary School
3. Explain how graduation and/or promotion requirements will ensure student readiness for college and other postsecondary opportunities.
Consistent with the DPS promotion, retention and acceleration policy IKE, SMIS 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.”

The SMIS promotion, retention, and acceleration policy 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.
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 – Elementary School

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>All students will demonstrate more than one year’s growth as measured by CSAP in the areas of reading, writing, and math in grades 3-5. All students in grades K-5 will demonstrate over one year’s growth as measured by the Developmental Reading Assessment. All students will increase their proficiency level in math and writing by one level as measured by school developed rubrics from pretest to posttest.</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 CBLA • Colorado English Language Assessment • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Sp Ed, & ethnicity) 	<p>80% of the students in grades 3-5 will score proficient or advanced on the CSAP tests in reading and math. 70% will score proficient or advanced in the area of writing as measured by the CSAP in grades 3-5. 85% of the students will be at grade level in grades K-5 on the DRA at the end of the year. ELA students will advance one level of proficiency each year until exited from the program using the state CELA assessment. AYP will be achieved in all areas each year. Achievement gaps that appear will demonstrate a 10% improvement each year until no gap exists.</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>NA</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<p>Attendance rate will average 95% or greater for grades K-5 as measured by Infinite Campus Student satisfaction as measured by surveys in grades 3-5 will be at the 90% level and above. Areas below 90% will increase 10% until at the 90% level</p>
<p>School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)</p>	<p>The school will attain authorization from the International Baccalaureate after year three as measured by the IB primary years rubric and site visit.</p>

Organizational & Financial Viability	
<p>School Demand, including the following measures:</p> <ul style="list-style-type: none"> • Enrollment rate • Re-enrollment rate • Continuous enrollment rate 	<p>Each grade level will maintain an average of 96% capacity at each grade level K-5(24 students per classroom with 3 classrooms per grade level at build out. 88% of the students in grades K-5 will reenroll each year. 70% of the students eligible to attend 3 consecutive years will continue their enrollment.</p>
<p>Financial Fundraising goals Reserves Other</p>	<p>The school community will raise \$100,000.00 each year thru donations to support the school educational program and philosophy. The school budget not committed to employees' salaries and benefits will maintain a reserve for unanticipated expenses.</p>
<p>Leadership & Governance Quality</p>	<p>The school will utilize a School Accountability Committee to establish goals, approve the budget, provide feedback related to Principal performance, and provide guidance thru the Unified Improvement Plan for the school. Parents, staff, and community members will be elected to serve as per the by-laws and the processes used and areas of authority are outlined in the SAC bylaws created by the Swigert-Mc Auliffe Steering Committee.</p>
<p>Parent & Community Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Parent satisfaction • Parent response rate on DPS Parent Satisfaction Survey 	<p>A yearly parent satisfaction survey prepared by the district will be administered. The level of satisfaction will be 85% or higher on all subcategories. Individual questions receiving a satisfaction rating below 75% will be addressed through specific adjustments in policy and procedures to demonstrate a 10% improvement the following year. The parent response rate will need to represent over 60% of the eligible households.</p>
<p>School-Specific Organizational Objectives</p>	<p>Parent –Teacher conferences attendance will be above 90%</p>

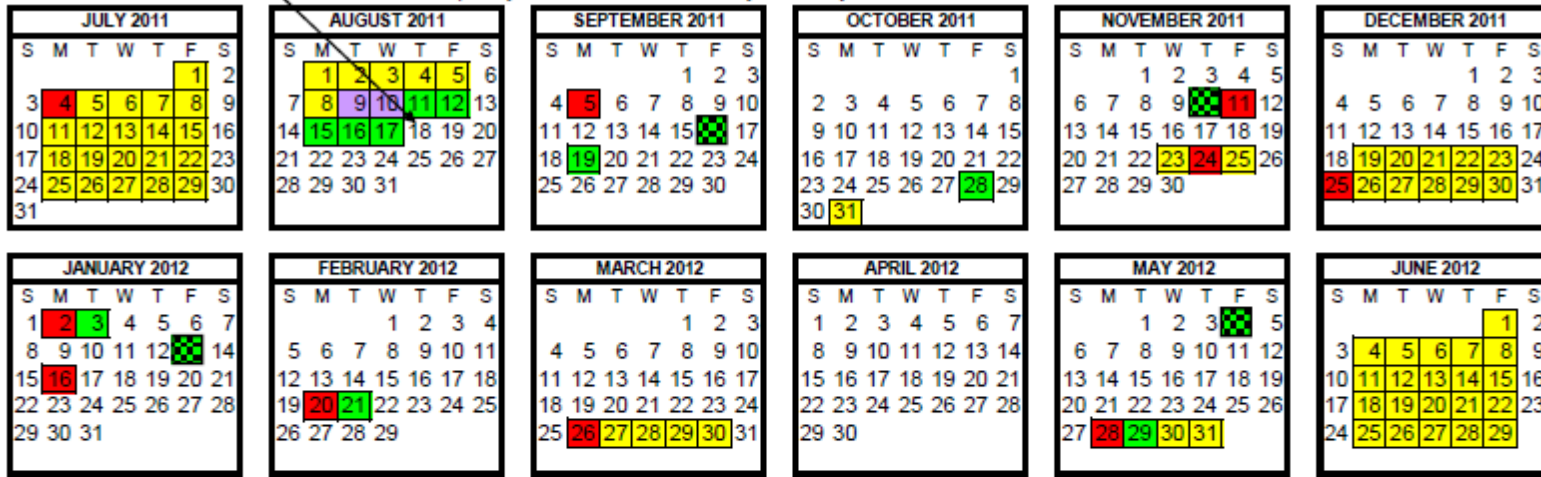
APPENDIX E
SMIS Waiver Requests

See attached Appendix E.

DENVER PUBLIC SCHOOLS 2011-2012 School Year Calendar

Adopted by School District No. 1 in the City and County of Denver and the State of Colorado

1st Day of School



NON-STUDENT CONTACT DAYS

Planning/Professional Days (No classes for students.)

August 11, 12, 15, 16, 17; September 19; January 3; February 21; May 29
Total of 4 planning days - teacher self-directed planning. Total of 5.0 professional days - 3 principal directed and 2 SLT directed. SLT to determine which non-student contact days are planning and which are professional.

Parent/Teacher Conference Days (No classes for students.)

October 28 (Schools may modify the daily schedule for parent/teacher conference to meet the needs of the school community. Schools will also determine date and time for parent/teacher conference during 2nd semester.)

Assessment Days (No classes for students. See * and ** below for exceptions.)

September 16; November 10; January 13**; May 4*

** January 13--No Classes for Middle School and High School Students

* May 4--No Classes for Elementary and K-8 Students

END OF TERM-TO BE FOLLOWED BY REPORT CARDS

ES, ECE-8 and MS Trimester: November 10; February 24; May 25
6-12, High School 6 Weeks: Sept. 30; Nov. 10; Dec. 16; February 17; April 6; May 25
6-12, High School 9 Weeks: October 7; December 16; March 9; May 25

MS/HS WALK-IN REGISTRATION

August 9, 10,

VACATION/NO CLASSES

HOLIDAY/NO CLASSES

Independence Day - July 4
Labor Day - September 5
Veterans' Day - November 11
Thanksgiving Day - November 24
Christmas Day - December 25
New Year's Day - January 1
(Observed January 2)
Martin Luther King Jr. Day - January 16
Presidents' Day - February 20
Cesar Chavez Day - March 31
(Observed March 26)
Memorial Day - May 28

SEMESTER DATES

First Semester Begins 8/18; Ends 12/16
Second Semester Begins 1/4; Ends 5/29

STUDENT REPORT DAYS

77 Days 1st Semester
94 Days 2nd Semester
171 Total Days

TEACHER REPORT DAYS

86 Days 1st Semester
98 Days 2nd Semester
184 Total Days

The Calendar for the 2011-2012 school year is adopted by the Board of Education subject to the provision that if for any reason the School District must close schools for more than the time provided by the statutes, the adopted 2010-2011 calendar may be amended by the Board of Education to provide enough additional school days on Saturdays, during vacation, or at the end of the present calendar to meet legal requirements as required by the statutes.

****Swigert –McAuliffe International School Calendar Variances 2011-2012**

August 18th, 19th Half day of school for student assessments

Parent Teacher Conferences: after school the weeks of, September 12th, January 9th, April 30th

Teacher non report Days: September 16th, October 28th, November 10th, May 4th, and May 29th

(Note: In 2011-2012 teachers will have additional 15 minutes per day x 171 student days of reporting time.)

Swigert-McAuliffe Elementary School Family Handbook

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SMIS Elementary is a neighborhood school that serves 3 year olds through second grade students. The school will grow year by year to become a school serving 3 year olds through 5th grade in 2014. We believe that a love of learning, high academic achievement and parental involvement are keys to a lifelong education.

The following is important information about SMIS. If you have a question that is not addressed in this handbook please feel free to visit the school. Most questions can be answered by a member of the office staff, your child's teacher or one of the administrative staff. Please read the following pages and become familiar with some of the basic information concerning the school.

ADULTS ON CAMPUS

Your child's safety is our number one concern. With that in mind any non-staff adult on campus must sign in at the office and wear a volunteer name tag or a Visitor badge. Whether you are coming to volunteer for several hours or just to drop off a lunch, please remember to come to the office first. The name tag serves as a visual ID that lets any staff member know immediately who belongs in the school and it also reinforces our monitoring of people on our campus.

All parents who have students in a classroom that has outside access (ECE and Kindergarten) must adhere to this rule unless dropping off or picking up your child. You will not be permitted to enter the class during regular school hours via the outside classroom doors.

ARRIVAL AND DISMISSAL

The school day begins at 8:45 a.m. for all students. Students arrival time is between 8:30 a.m. and 8:45 a.m. Students (K-2nd) can report to the playground at 8:30 where they are supervised until 8:45 a.m. At 8:40 they will be asked to line up at classroom doors or in front of the playground entrance. ECE students must be signed in by a parent or guardian daily; please park in the east lot. Students are expected to arrive at school on time. Late arrival is an interruption to those already engaged in learning activities and results in a loss of instruction time for the tardy student. Students arriving after 8:50 a.m. must report to the office before going to class and are expected to have a note from a parent explaining the reason for the tardiness. In addition, parents of students in all grades need to walk their child into the building if arriving after 8:50 a.m. to ensure the child's safe passage into his/her scheduled class. All absences and tardies become part of a child's permanent record file.

For all students except ECE, dismissal to blacktop begins at 3:45 p.m., when the bell rings. ECE students are released at 3:40 p.m. Faculty members supervise the building exits during dismissal.

The west side curb cut is reserved for bus traffic. If you wish to drop off or pick up your student without leaving your car, **we strongly recommend you use the drop off lanes in the parking lots.** If you wish to enter the building, please park in the parking spaces or on the neighborhood streets. For the safety of everyone, please drive slowly through all sections of the neighborhood.

ATTENDANCE AND ABSENTEEISM

In order for students to receive the full benefit of the SMIS education, daily attendance is the first and most important step. The school calendar is published and distributed before the commencement of the school year and parents are asked to schedule any travel within the dates that classes are not in session. Please notify the school if your child will be absent or tardy by phoning the school attendance line at (720)424-4800. This should be done each day a child is absent.

SMIS has an attendance and tardy policy in accordance with the Colorado School Attendance Law and Denver Public Schools' "Denver Plan." These guidelines allow for roughly 10 absences during the course of a school year or in other words, a 97% attendance rate. Every month the school social worker reviews student attendance and sends letters to parents for those students

whose absences are excessive. The definition of “excessive” changes throughout the school year based on number of school days but parents can expect to receive the first letter after 5 absences or 5 tardies.

Once a child’s absences have reached a level of concern, which is currently 10 absences/tardies or more (please note that this is outside of medical or family emergencies), an attendance contract must be completed with the school social worker. This will outline attendance expectations as well as the additional requirement of a doctors’ note for any absence of two days or more.

If absences are chronic, excessive, unexcused, or otherwise of concern a child and their family will be referred to truancy court where the court will mandate your child’s attendance. This mandate is quite serious and will follow the child for the remainder of their education.

A few other things to note are: A school principal can ‘un-excuse’ any parent-excused absence if a student has become truant. Excessive tardies and early withdrawals are also subject to truancy law.

If it is necessary to pick up your child from school during the school day, please go to the office to sign out your child. Teachers are instructed not to release children from the classroom or playground without authorization from the office. This procedure is followed to protect your child and to hold classroom interruptions to a minimum. A child will not be released to anyone who is not on the emergency card or to anyone under 18 years of age, unless the school's office has been notified in writing or by phone by the parent. A doctor's note may be required if absences or early withdrawals are deemed excessive.

BIRTHDAYS/CELEBRATIONS

To minimize interruptions to classroom instructional time, we only celebrate individual students’ birthdays at school with treats for the class on the last day of the week. All treats must be store-bought and have a printed list of ingredients so the teacher can read them. Since we have a number of students with severe allergies, we ask that you check with the classroom teacher to see if any special considerations need to be honored. Parents that have students with severe allergies are asked to provide an alternative snack that the classroom teacher can use as a substitute, when needed.

BUS TRANSPORTATION

Students who live at least one mile from the school are entitled to school bus transportation by DPS. The routes are set by the district and any questions concerning this service should be directed to its transportation office. For the safety of each child it is always a good idea to walk your children to and from the bus stops. Younger children should always be escorted or picked up by an adult or a responsible sibling. For information regarding late busses, or any other bus questions, call the parent hotline number at (303)825-2611.

Please report any problems, concerns or questions to the school office.

CAFETERIA

Students have the option of bringing their own lunch to school or purchasing milk or a hot lunch. Lunch will be available for \$1.40 (\$0.40 for students who qualify for reduced lunch). Parents may access their student’s account by logging on to www.mylunchmoney.com ; you will need to know the ID number for your child. Checks should be made payable to SMIS Lunchroom or parents can directly deposit into account. Each child is responsible for his/her own lunch money. If the money is lost or forgotten, a lunch will be provided but the child must repay the lunchroom manager the following day. A child is only allowed 2 charges before an alternative meal (peanut butter or cheese sandwich, fruit and drink) will be served. Please write the child’s name on the sack or lunch box. Students are expected to eat a healthy, balanced breakfast and lunch. Soft drinks are not allowed in the lunchroom.

Menu: www.dpsk12.org/lunchmenu

Nutritional Information: www.foodservices.dpsk12.org

CANCELLATION OF SCHOOL

Denver Public Schools will make a decision in the early morning about closing schools or putting the Storm Schedule into effect. Listen to the local television and radio stations for the announcement. KOA 850 or KBNA 1220 are the official announcement stations for school closing information. When DPS elementary schools are put on the storm schedule, bus pick up times at the bus stops are delayed about one half hour. School will start at the regular time for students who do not ride DPS school busses. In the unusual circumstance where school must be canceled during the school day, parents and/or guardians will be notified immediately. The information on the Emergency Form on file in the office will be used, and administrators and teachers will determine that all students have satisfactory transportation and supervision at home before releasing them from school. Please make sure your emergency contact numbers are kept up to date to ensure we may make timely contact with you during the school day.

CELL PHONES

SMIS prohibits students from using and carrying of cell phones during the school day. Cell phones create interference with instruction and may impede school safety in a real emergency.

If you wish your child to have a cell phone in his/her possession for contacting you after school, your child must bring the cell phone to the office at the beginning of the school day. The child is responsible for picking up the phone at the end of the day. When a child is out of compliance with this policy, cell phones will be confiscated. It will then be necessary for the parent to come to school to obtain possession of the cell phone.

CLASS PLACEMENT PROCESS

SMIS seeks to hire and retain the best teachers in the district. Children will be placed by staff according to individual and class balancing needs. Assigning students to classes is most effectively done by our classroom teachers who have been working with the students daily in an educational setting. Teachers consider the learning styles and academic needs of the returning students and assign them to the different classrooms at the next grade level. This process is done with care and the utmost consideration of each child's academic and social/emotional needs. It takes careful consideration of many factors to create equitably balanced classrooms in terms of academic needs, behavior, gender, ethnicity, and number of students.

Reasons to request a teacher generally revolve around a previous relationship with that teacher while having a child in the classroom. The desire to maintain an already positive working relationship between a family and a staff member is good to know. Other requests from incidental contact, rumor mills, or an interview do not possess the depth of background to super cede the normal process. If there is something in particular about your child as far as needs we would like to be aware of the need so we can support them in placement. If you believe that your child requires to be with another student/or not, let us know and we will attempt to meet that request. Remember one request, not two. Guidelines will be posted each April on the website.

If you feel that your child requires unique consideration as these decisions are made, the principal will receive letters regarding your child's placement for the following year. A letter must be submitted and must contain a clear statement about the reason for the request. Copies of the letter will be given to the current teacher and the requested teacher. A letter may not be e-mailed and must be delivered directly to the principal by the deadline (announced each spring.) This is not a guarantee that requests will be honored, but it will be taken into consideration. A late request will not be considered due to the amount of work that will already have been competed.

*Class lists are subject to change by the administrative staff.

COMPUTER/INTERNET

All parents and students must sign an acceptable Use Agreement governing computer use at school. Failure to comply with any or all of this policy will result in a loss of any or all computer use privileges.

CONDUCT

SMIS is a place of learning. In order to achieve this purpose, high standards of conduct are expected. These standards are based on mutual respect and responsibility--for oneself, toward classmates, adults and for property. Learning these standards will enable students to develop self-discipline, self-esteem and problem solving skills. Students must be responsible and accept consequences for their behavior. Gentle reminders and specific behaviors learning opportunities are part of our learning community. Consequences may range from a reminder, to a written warning, to a detention, or an in-school suspension. Our discipline policy has been designed to help our students learn self-control and discipline in a constructive way. Finally, throughout the school year, our school-wide focus on Positive Behavior Support will inform our work in helping students make choices that benefit them and their peers.

CONTACTING THE SCHOOL

The school telephone number is 720 424 4800. A secretary is on duty from 8:00 a.m. until 4:15. Outside of those hours, messages are recorded on an answering machine. The number for Kaleidoscope Corner is (720) 424.4810. Please call this number directly if your student is in Kaleidoscope Corner.

DIRECTORY

The PTA publishes a full school directory on an annual basis. Each student's name, address, parent/guardian name(s), telephone number (if applicable), and email addresses are listed. In addition there is a student name listing by grade, a listing of the administration, faculty, staff, and Parent Teacher Association. The Directory is free for all members of the PTA or can be purchased for \$15.00.

DRESS CODE

Students should come to school looking clean, neat and dressed in a manner that is appropriate and not distracting. Hats are not to be worn inside the school. The Denver Board of Education passed a "Zero Gang Tolerance" policy in 1992 which states that no clothing associated with gangs, including baseball caps, are to be allowed in any DPS school building.

- Students should dress for weather - especially on field trip days.
- Please label all outer garments and your child's backpack with their full name.

EARLY DISMISSAL

It is strongly recommended that all appointments and extracurricular activities be scheduled outside school hours as the loss of class time is detrimental to the student. **In the event that the occasional appointment cannot be so scheduled, a note should be sent to school with the student requesting early dismissal for that day and giving the time that the parent will pick up the student.**

Parents must meet their children in the office and officially sign them out of school. Students are responsible for handing in all work due in the classes they will miss, and for completing any assignments for the following day.

Should early dismissal become necessary because of an illness or accident in school, the nurse/office will contact that parent or appropriate designee on the Emergency Information Form. A parent or emergency contact person must sign the student out of school as outlined above.

EMERGENCY INFORMATION

An Emergency Information Form is kept on file in the office. Please notify the school office if there is any change in address, telephone number, place of employment, or emergency contact person so that we may be in contact with you at any time if necessary. It is very important for the safety and well being of your child that you keep this information current. When a parent or responsible adult cannot be contacted, the school may call the Denver Police and/or Office of Social Services.

FIRE DRILLS

Fire drills are required by law and are important practice in the event that an actual emergency should occur. Students learn the evacuation path established for each room they occupy. Conduct rules during these safety drills are strictly enforced. All building occupants must move silently and in an orderly fashion to a specified area where they remain until instructed to return to the building. All schools practice at least one fire drill a month and a lock down and shelter in place each semester. Please refer to the DPS Emergency Response and Crisis Management pamphlet for a complete understanding of the drills.

In case of an evacuation, SMIS students will be taken to Westerly Creek Elementary, 8800 E 28th Ave Denver, CO 80238.

HOMEWORK

Homework is considered an integral part of the educational program through which SMIS students are encouraged to become independent learners. Whether practicing a concept or skill learned in class, doing research for a project, having time to think and write creatively, assimilating new material on an individual basis, or reading a book of choice, the work should be done carefully and to the best of one's ability. It is beneficial to your child's education to show an interest in his/her studies by reviewing materials and assignments brought home. In the event of an absence, all homework and class work is expected to be completed in a timely manner.

FIELD TRIPS AND EXCURSIONS

Classroom learning takes on a whole new meaning when put in the context of professional performance, firsthand discovery and experiences shared with experts. Field trips are a way of taking the classroom into the community and are therefore regarded as an integral part of the educational experience. These trips also serve to heighten community awareness, involvement, appreciation, and commitment. Students of all ages travel to museums, theaters, farms, historical sites, government buildings, and/or concert halls. Parents are often asked to act as chaperones, especially for outings involving the younger students. Please be aware that there may be times where the school may ask for a nominal fee for your child to attend the excursion. Often times the venue of which the grade level or class is attending needs to have the money in advance. Please be prompt in sending the money. Talk to your child's teacher if there is a question or concern.

KALEIDOSCOPE CORNER

Kaleidoscope Corner is a licensed child care program offered at select Denver Public Schools to children ECE (age 4) through 5th grade (age 14). Select Kaleidoscope Corner sites serve children *4 to 12 years of age. In 1984, Denver Community School developed this successful program. Their purpose is to provide high quality educational, recreational and cultural opportunities for

children. Kaleidoscope Corner's philosophy is to provide a creative, safe and caring environment for children before and after the regular school day. They believe that choice is essential for children's growth and happiness. They teach children to solve their own problems by modeling correct behavior and emphasizing clear conduct guidelines. Their child care centers are staffed with qualified professionals trained in the areas of CPR, First Aid, activity planning and behavior management. Kaleidoscope Corner operates Monday-Friday with the following program components and hours of operation.

Early Risers: 6:30 a.m. until School start time

After School: School release time until 6 p.m.

LOST AND FOUND

Please check the lost and found area that is located across from the cafeteria lobby. Also, please put your child's name on coats, mittens, gloves, lunch-boxes and water bottles. All lost items will be bagged and donated at the end of each semester.

PARENT INVOLVEMENT

Parents are essential to the success of our school. Parents enrich our school with their ideas interests, talents, and resources.

Just as we have high expectations for our staff and students, we have the same expectations for parental involvement. One of the most important aspects of involvement is communication between the school and the family. As a parent, it is your responsibility to read and manage communications from the staff, room parents, and PTA. The teachers will provide a weekly correspondence about classroom activities, important dates, and needed classroom help. The PTA will send a weekly update through email or paper copy outlining school activities, fundraising events, meeting reminders, important dates, and volunteer opportunities. Periodically, you will receive messages from your room parent letting you know about upcoming classroom events and needed help. If you feel you are not getting the information you need, please contact your room parent, and let them know so improvements can be made.

We strongly encourage all parents to sign up for a "job." Each class has a Classroom Parent that will coordinate job assignments. The list of available jobs and a brief description of each is located on the PTA website.

RECESS

Students go outside every day for recess. Please make sure that they are dressed appropriately to be outside for up to 30 minutes at a time. We are all aware of how fast the weather in Colorado can change so it would be great if students always have access to a hat, pair of gloves and boots in their backpack. The sun is also very intense in Colorado; please make sure your student has sunscreen applied before coming to school.

SCHOOL HOURS

ECE and ½ day kindergarten sessions are from 8:45 a.m. to 11:30 a.m. and 1:00 p.m. to 3:40 p.m. Full day ECE and Kindergarten classes will dismiss at 3:40. 1st through 2nd grade classes are in session from 8:45 a.m. to 3:45 p.m. Students are not to arrive before 8:30 a.m. There is NO supervision for students or a place for them to wait until 8:30 a.m.

Students must be picked up promptly after the 3:45 dismissal bell. They may not stay and play on the playground, unless a parent or guardian supervises them.

SCHOOL NURSE

A school nurse is in the building one day a week. We will have a nurse office para most days. If a child becomes ill or injured at school, he/she will receive temporary care and first aid, and the parent will be notified immediately so that the child may be picked up. Please be sure an accurate emergency phone number is on file!

Regarding medication, Denver Public School Policy states, in accordance with state law, that medication may be dispensed with physician and parent/guardian authorizations at school. The parent must provide the medication in a separate prescription bottle that stays at school. The bottle must have a prescription label clearly stating the student's name, doctor's name, name of the medication, dosage and time(s) to be taken. Medication requiring three doses a day should be given before school, after school and at bedtime. Medication requiring four doses a day may necessitate giving one dose at school.

ALL medication must be turned into the office and not carried around by students. Please do not send pills or capsules in plastic bags or over-the-counter medications such as cold pills, Tylenol and cough drops. Medications will be stored and locked in the school office and dispensed by the office staff. The student is responsible for going to the office/clinic to obtain his/her medication.

Regarding immunizations, Colorado state law requires all students to be fully immunized when entering school. Records must be available showing dates of all immunizations, as follows:

REQUIRED IMMUNIZATIONS

Five DPT

Four Polio

Two MMR

Three doses of Hepatitis B for ECE-3rd grade

One Varicella for Kindergarten

SNACK

Classes have a designated snack time each morning. Snacks need to be nutritious. Please do not send foods high in fat or sugar content. A recommended snack list is provided.

If your child has a medical need for a snack, you will need to provide a statement from your doctor and the teacher will help your child work out a routine.

RECOMMENDED SNACKS

No snacks should require preparation, cutting, peeling or the use of utensils.

- Any fresh fruit, ready/prepared
- Any fresh vegetables, ready/prepared
- Granola bars
- Yogurt sticks
- Cheese sticks
- Raisins
- Apple sauce
- Rice crackers

TOBACCO FREE DISTRICT

Denver Public Schools is a tobacco free district. No tobacco products are allowed on school grounds.

TOILET TRAINING

All students must be completely toilet trained prior to beginning school. Being toilet trained requires the following:

- Children are aware of their need to use the bathroom and can recognize this in a timely manner to make it to the bathroom.
- Children are able to take care of all their toilet needs independently. This includes wiping themselves and being able to completely change on their own should an accident occur.
- Disposable pull-up pants may not be worn at any time and will not be kept in the classroom.
- When a child is toilet trained, we understand that an accident (an untimely recognition of need to use bathroom) may still occur, however, we do not consider it toilet trained if it occurs more often than every *few months*.

In the event of an accidental wetting, children will need to independently change themselves into dry clothes provided by the parent. Please wash and return these clothes as soon as possible. In the event of a bowel accident, parents will be called to change their child. In the event that a child is not fully toilet trained and a wetting or bowel accident occurs 2 times within a 2 week period, monthly tuition may be paid in order to hold a student's place in the class. The child will not be allowed to attend school until he/she is able to successfully take care of his/her toilet needs independently. If absolutely necessary, staff members will wear latex gloves when dealing with any bodily fluids as a safety precaution.

TOYS AND PERSONAL BELONGINGS

Toys, athletic equipment, gadgets, electronic devices, cell phones and makeup are not to be brought to school without teacher permission. If permitted, they need to be clearly marked with the student's name. Please be aware that we will not assume responsibility for lost, damaged, or stolen materials.

WHEELS AT SCHOOL

The school has a number of bike racks. If your child rides a bike to school, he/she is responsible for making sure the bike is properly locked up. Bicycles must be "walked" on school grounds. Students should ask their teacher where their scooters should be stored. Skateboards and rollerblades are not to be used on school grounds.

Parents should encourage children to follow all safety rules established for pedestrians. This emphasis on safety is also a concern of the school's staff, and is an important part of our instructional program.

IMPORTANT PHONE NUMBERS AND WEBSITES

School Office Telephone 720 424 4800
FAX to the Office (720) 424-4825
DPS Bus Transportation (303) 825-2611
Kaleidoscope Corner (on site) (720) 424.8176
Kaleidoscope Corner (main office) (720) 424-8291
DPS Main Office (720) 423-3200
DPS Web Page www.dpsk12.org
School Board (720) 423-3210

SIGNATURE PAGE

Please read this electronic handbook completely, and sign this page to demonstrate your understanding of its contents. Please submit this page to the Main Office with your signature, by September 7, 2010.

I am familiar with the information included in the 2011-2012 Family Handbook.

_____ Name (Print)

_____ Signature

Date

SMIS Enrollment Process

Please use the following steps to enroll your child at DPS:

- [Step 1: Know the Key Dates](#)
- [Step 2: Find a School](#)
- [Step 3: Fill Out the Application](#)
- [Step 4: Attach All Supporting Documentation](#)
- [Step 5: Review the Application for Completeness](#)
- [Step 6: Turn Application in at Your School](#)
- [Step 7: Receive Notification](#)
- [Step 8: Make a Final Decision](#)

Step 1: Know the Key Dates

Date	Round
January 3, 2011 – January 31, 2011	Round One
March 1, 2011 – April 15, 2012	Round Two

Round One

Applications are received at any DPS school and processed at the district level. Each student is placed within a priority group and then assigned a lottery number within that group. Spots are awarded based upon these numbers.

Round Two

Applications are received at the requested school and processed on a first-come, first-served basis after the Round One applicants have been placed.

Step 2: Find a School

To find a neighborhood school, or any district school, visit the [map](#) and browse through DPS locations. Click on a school name or map pin to view individual preschool options or click on a specific program type to see where that program is available in your area.

Step 3: Fill Out the Application

Applications are available:

- [Online](#)
- At all DPS elementary school offices

Round	School Preference Options
Round One	<p>The Round One application has space for you to choose your neighborhood school OR two non-neighborhood schools.</p> <p>If you would like your child to attend a school that is NOT your neighborhood school, you may write in two non-neighborhood schools in preference order. If your child is accepted at the 1st preference school, then the 2nd preference school is inactivated. If the student is on the waiting list at the 1st preference school, all efforts will be made to accommodate the student at the 2nd preference school.</p> <p>You may only submit one traditional school application (described above). However, you may apply to as many different magnet/Montessori schools as you would like.</p>
Round Two	<p>You may apply to as many schools as you like during Round Two. You must turn in an application at each requested school.</p>

Step 4: Attach All Supporting Documentation

The following supporting documentation is necessary:

- [Proof of Birth](#)
- [Proof of Address](#)
- [Proof of Income](#)
- [Immunization Records](#)
- [Statement of Health](#)

Proof of Birth

You must include a copy of one of the following with your application:

- Birth certificate
- Passport
- Visa
- Baptismal record
- Hospital record signed by a nurse, doctor, or registrar

Proof of Address

You must include a copy of one of the following with your application:

- Current lease
- Mortgage statement
- Utility bill (Xcel, Comcast, or Denver Water)
- Tax statement
- [Property tax statement](#)

NOTE: If the parent lives at a home owned by a different person, the home owner must submit a letter, along with a copy of the required documentation covered above, confirming that the applying parent(s) and their child reside at their address.

Address on document should match address on application!

Proof of Income (four year olds only)

Because Denver Public Schools participates in the Denver Preschool Program (DPP), all 4 year olds who live in the City and County of Denver may qualify for full or partial [scholarships](#). Four year olds who live outside the City and County of Denver may apply to attend preschool in DPS but will have to pay the full [tuition rate](#). To satisfy DPP's requirements, the parents of all 4 year olds must supply proof of income.

You must include a copy of one of the following with your application:

Proof	Requirements
Check Stubs	<ul style="list-style-type: none">• Must be dated within six months of application date.• Check stubs must represent 30 consecutive days of pay.
Tax Return	<ul style="list-style-type: none">• Must be most recent tax return.
Employer Letter	<ul style="list-style-type: none">• Must be dated within six months of application date.• Must be signed and dated by employer and include pay rate (how much per hour, day, week, month, or year), and contact information.
SSI, TANF, or Food Stamps (non-work income)	<ul style="list-style-type: none">• Must be dated within six months of application date.• Must be official state documentation.
Child Support (non-work income)	<ul style="list-style-type: none">• Must be court documents or copy of the Family Registry Statement.

If none of these documents are available, you may provide a DPP Income Affidavit. See the secretary at your school for this form.

Proof of income is not required if:

- Parent chooses to opt out of providing any income documentation and pay the maximum tuition.
- Child is a non-Denver resident.

If you are unable to provide proof of income, please contact the secretary at your desired school or contact [Tuition Based Programs](#) for alternatives.

Immunization Records

When a parent/guardian obtains a child's immunization document, the document must be kept in a safe place and retained throughout the child's school years.

Children must meet minimum Colorado law immunization requirements as outlined below:

Vaccine

Number of doses required for preschooler 3-4

	years old
Pertussis	4
Tetanus/Diphtheria	4
Polio	3
**Measles/Mumps/Rubella (MMR)	1
*Haemophilus Influenzae type B (HIB)	1-4
Hepatitis B	3
**Varicella (Chickenpox)	1

*Haemophilus influenzae type B (Hib): If any dose is given at or after 15 months of age, the Hib vaccine requirement is met. For students who begin the series before 12 months of age, 3 doses are required of which at least 1 dose must be administered on or after the 1st birthday. If the first dose is given at 12-14 months, 2 doses are required. If the child is over 5 years of age, no new or additional doses are required.

**Measles, mumps, rubella (MMR) & Varicella (Chickenpox): The first dose of measles, mumps and rubella vaccine and varicella vaccine must have been administered on or after 12 months of age (1st birthday) to be acceptable.

Child's Statement of Health Status for Enrollment

The Statement of Health Status **must** be turned in to the school with the application or within 30 days from the start of school.

The Child's Statement of Health Status for Enrollment must be signed by a licensed physician or licensed nurse practitioner who has seen the child in the last 12 months.

[» Child's Statement of Health Status for Enrollment \[pdf\]](#)

Step 5: Review the Application for Completeness

It is very important that your application is complete. If your application is incomplete, you will risk being billed incorrectly.

Check the following to confirm that your child's application is complete:

- The application is completely filled out
- The application has been signed and dated
- All appropriate documentation is attached

For more information, see the detailed [Application Checklist](#) below.

Step 6: Turn Application in at Your School

Return the completed application with the required documentation to the school for which you are applying.

[» Find your school on the map](#)

Step 7: Receive Notification

Round	Description of Notification
First Round	Letters will be sent to the parent in early March communicating whether the student is accepted or waitlisted.
Second Round	Because the Second Round is first-come, first-served, schools will notify parents of acceptance decisions on a rolling basis throughout the spring and summer.

Step 8: Make a Final Decision

By applying, you agree to accept an awarded spot. If you are happy with the school where your child has been accepted, you have to do nothing.

If you are awarded a spot at a particular school and you decide that you no longer want your child to attend preschool at that school, you must give the school notice of your decision within 10 days of the date of your award letter by returning the Relinquishment Form included in your acceptance packet.

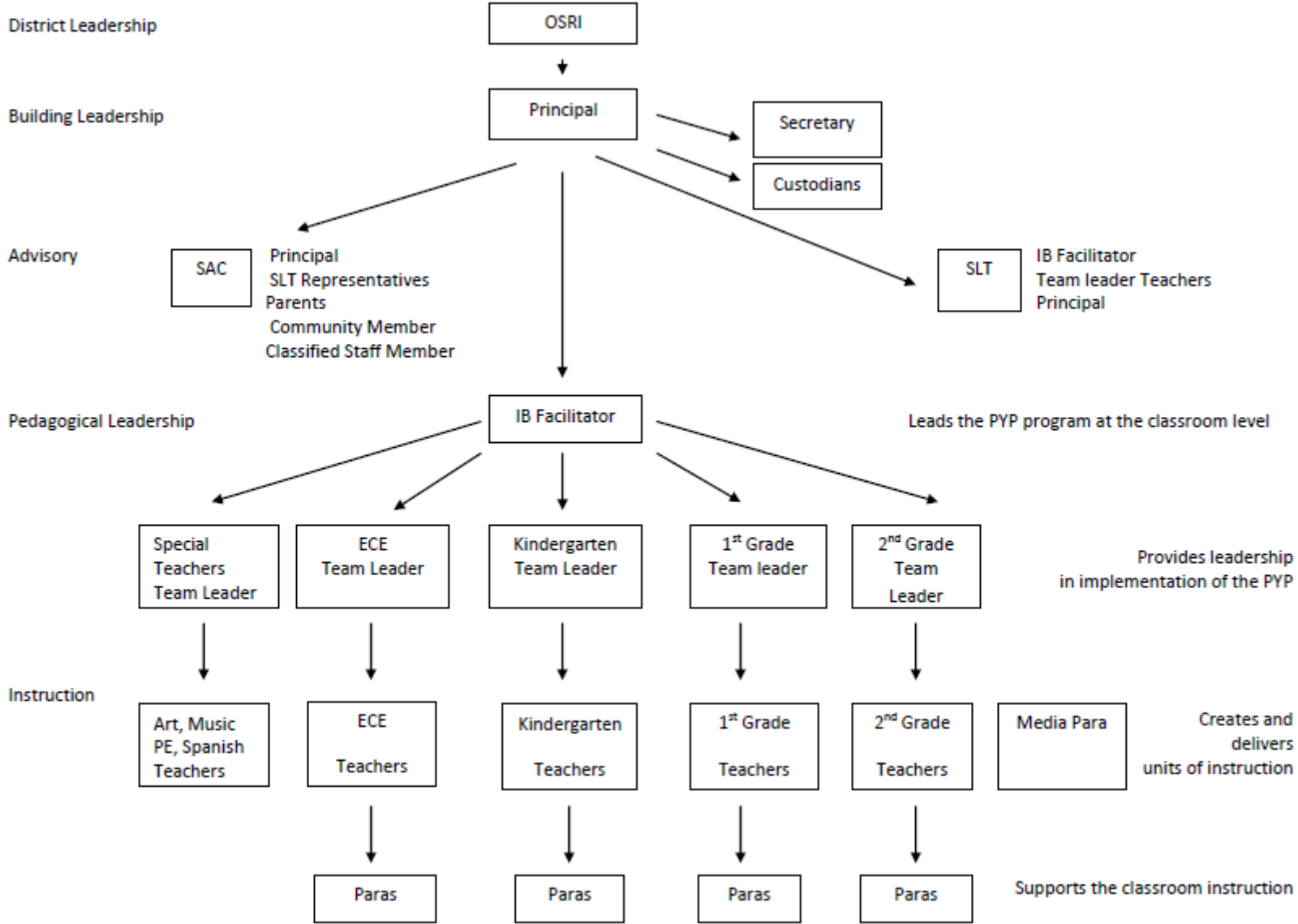
Application Checklist

The following table provides information on what documents are required to complete your student's application:

3 YEAR-OLDS	4 YEAR-OLDS
<p>Documents required for children who will be 3 years-old on or before October 1 of the year of enrollment:</p> <ul style="list-style-type: none"> • Completed, signed application • Proof of age • Proof of address • Immunization record • The Child's Statement of Health Status* 	<p>Documents required for children who will be 4 years-old on or before October 1 of the year of enrollment:</p> <ul style="list-style-type: none"> • Completed, signed application • Proof of age • Proof of address • Proof of income (If income documentation is unavailable, please call contact Tuition Based Programs) • Immunization record • The Child's Statement of Health Status*
<p>For more information and to confirm that your 3 year-old's application is complete, please use the Parent Checklist. The checklist is available in the following languages:</p> <ul style="list-style-type: none"> • English • Spanish • Vietnamese • Russian • Arabic 	<p>For more information and to confirm that your 4 year-old's application is complete, please use the Parent Checklist. The checklist is available in the following languages:</p> <ul style="list-style-type: none"> • English • Spanish • Vietnamese • Russian • Arabic

*This document may be submitted with application or it be turned in within 30 days of the beginning of school. All other documents must be submitted with application.

Swigert-McAuliffe Elementary School Organizational Chart



Swigert-McAuliffe
International School
ECE-5th
School Accountability Committee
Bylaws and Procedures

Approved by Steering Committee:
03/23/2011

MISSION STATEMENT

Swigert-McAuliffe International School Mission Statement

SMIS aims to develop knowledgeable, inquisitive, and compassionate young people through a collaboration of students, teachers, and parents.

Knowledgeable - SMIS is dedicated to providing a challenging and exceptional academic environment, while helping each child reach his/her full potential.

Inquisitive - SMIS fosters curiosity and empowers students, creating passionate, lifelong learners.

Compassionate – SMIS is a multicultural environment that cultivates caring, respectful students who actively contribute to the well-being of themselves, classmates, their community and the environment.

PURPOSE

To provide the SAC committee with an established set of rules and procedures under which to most effectively function. In addition to these bylaws, the SAC will function within Board Policy BDFH which in many instances specifies SAC committee 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 SMIS 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 focus on the Unified Improvement Plan as its primary responsibility at the school based on the **“Multiple Measures”**. These 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:

- 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.
- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district's goals;
- to provide strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP). The UIP with the school's program design, should serve as the strategic plan for the school;
- to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates as amended through waivers of the School Innovation Plan.

COMPOSITION

Membership

Selection for membership should be through volunteers. Elections should be held as needed every year. The composition of the SAC committee should 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 are chosen by the vote of their 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 2012-2013 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 committee membership.

Terms

SAC committee members are elected to staggered two-year terms. Members may be elected to no more than three (3) successive terms. Staggered terms may be used to promote continuity. The first year 2011-12, two staff and two parent terms will be designated as, onetime, one year terms.

ELECTIONS

Date

Election of SAC committee members should 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 committee 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 committee 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
- 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 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 2011-2012 school year
- Copy of the bylaws and procedures
- The current Unified Improvement Plan after the 2011-2012 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 where we have been and where we are going in the future.

Vacancies

If a vacancy occurs during the school year, the constituent group should 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 reelected 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 committee 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 their 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 should be scheduled by the SAC and held a minimum of 6 times a year.

Officers

Duties should be assigned at the beginning of the school year by consensus of the committee. Leadership positions should consist of a SAC committee 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 a website accessible by the community.

Agendas

Agendas should be made available to staff and the community at least one working day before the SAC meeting.

A partial agenda for the next meeting should 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 should 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 should 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 committee 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.
- Come to meetings ready to engage.
- Silence is agreement
- Limit side conversations
- Follow the agenda, stay on track
- Be open to new ideas by respecting opinions of others
- 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 extent possible, the SAC committee should communicate with the constituency groups they represent to inform them about the activities of the SAC committee. Voluntary yearly constituent meetings are recommended and should be scheduled in advance with the principal to avoid conflict with other activities.

COMMITTEES

To understand what is distinctive about SAC from SAC, we begin with the recognition that SAC is defined in Board Policy BDFH. The Innovation Plan will establish and guide the staffing process as related to SAC decision making.

There are three committees that promote implementation of the Unified Improvement Plan. All three committees work to create the best possible conditions to address the school missions.

Personnel Committee

The Personnel Subcommittee stands apart from the SAC and staffs the UIP. (Please note that there are two parents on the Personnel Subcommittee, chosen by the SAC. The SAC committee should communicate with the Personnel Committee that is authorized to make decisions regarding the transfer of certificated staff pursuant to the provisions of the Innovation Plan.

School Leadership Committee

The SAC committee should work with the School Leadership Committee. This committee is staff members who address staff who address staff development plans and make recommendations related to the process and procedures to implement the UIP.

Other Committees

At any time, the SAC committee may create task forces, or standing subcommittees to facilitate the completion of the SAC committee's work. The SAC committee 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 committee should follow the same collaborative decision-making guidelines for the decision-making process as the SAC committee within the boundaries of decision-making delegated to them by the SAC committee.

AMENDMENTS: Amendments to Bylaws

Amendments to the bylaws should be made by consensus of the SAC committee.

Recording Amendments to Bylaws

- SAC committee action resulting in amendment(s) to these bylaws must be recorded in the minutes
- Current bylaws, prior to SAC committee 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

Purpose and Scope:

The purpose and scope of the School Accountability Committee (SAC) shall be:

- 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.
- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district's goals;
- to provide strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP). The UIP with the school's program design should serve as the strategic plan for the school. A Unified Improvement Plan that is truly a living plan and;
- 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, and the Innovation Plan of the school, other contracts and District mandates.

Meetings of the School Accountability Committee will be open to the public. Notice of these meetings will be posted in appropriate public places. A copy of the agenda will be publicly posted and made available one working day before the meeting and the minutes from the meeting will also be publicly posted and made available.

Procedures for the School Accountability Committee not defined in the policy.

Composition:

The SAC should represent the diversity of the school population. Each school is required to accomplish this objective through extensive outreach particularly to persons of color with concerted efforts of inclusion. Each SAC shall report to the Instructional Superintendent and the Office of Community Engagement in its annual self-evaluation on how its representation reflects the diversity of the school population and on what efforts it is making to meet this objective. It is strongly recommended that the composition of the SAC should meet the state requirements for cultural diversity on School Improvement Accountability Committees (SIAC).

A. Schools will establish a fair system for selecting representatives from each constituency. The composition of the committee shall be as follows:

- ❖ The principal of the school;
- ❖ Four (4) teachers, elected by majority vote of the faculty in the school (elected by secret ballot);
- ❖ Four (4) parents or guardians of a student enrolled in the school, elected by majority of voting parents with children in the school;
- ❖ One (1) classified employee, elected by majority vote of the classified employees in the school (Each of the above groups shall conduct its own election by secret ballot);
- ❖ One (1) business/employer or community representative from the local community nominated by a member of the SAC and approved by the other members of the SAC;

B. 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 at the elementary and middle school level and an equal number of parents, teachers, and students at the high school level. 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.

C. 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:

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

Swigert-McAuliffe International School

Replacement Policy – Adapted from DPS Policy IKE-R

GRADE RETENTION OR ACCELERATION OF STUDENTS - ELEMENTARY SCHOOL PROCEDURES

When grade retention or acceleration of a student is considered as provided for in this policy, procedural guidelines are as follows:

1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.
3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. The principal will make final decisions about promotion, retention and acceleration after considering the body of evidence for student social/emotional and academic progress and recommendations from teachers and parents.

In instances when a student is to be retained or accelerated, an academic plan will be prepared that includes the following:

- a. A summary of the school's interventions during the current year to meet the student's academic needs.
- b. The interventions to be implemented during the next school year to meet the student's academic needs.