

LEGACY OPTIONS HIGH SCHOOL



Innovation Plan 2018

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October 1, 2017

Dear Denver Public Schools Board of Education and Colorado State Board of Education,

Legacy Options High School is one of a handful of Multiple Pathway Centers in Denver Public Schools (DPS). It is a pathway school that is located in far northeast (FNE) Denver. The school has a focus on successfully preparing and graduating high-risk students grades 9-12, ensuring that all Legacy Options students are postsecondary ready.

Legacy Options, through its status as a DPS Multiple Pathway Center (MPC) is, by definition, innovative compared to traditional schools and requires innovation status to fully implement its model. Legacy Options is asking for continued innovation status to effectively meet both its vision and mission through a school design that is intentionally created to successfully engage high-risk students in a rigorous education that individualizes instruction, accelerates grade-level mastery and graduation while successfully preparing and empowering all Legacy Options students for the professional world of the 21st century. The following includes standard design elements of the MPC model that require innovation status:

- A rigorous application and induction process: Our robust admission process ensures students are committed to changing their behavior and successfully attaining their high school diploma.
- Student/Parent Contract for attendance and behavior to define our high expectations and assure clear communication between families and school.
- Extended school day to keep the focus on academic instruction
- Extended school year that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Accelerated curriculum allowing students to accelerate the earning of graduation credits in order to earn a full semester of credit every nine weeks
- A competency-based instructional model that requires students to demonstrate mastery of the standard with an emphasis on continuous progress monitoring
- Human resource practices that ensure our ability to hire and retain supportive, relationship-oriented teachers and staff with a talent for engaging our at-risk students; an “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Multiple pathways to graduation, where students understand that the goal is not just their score on the test but the connection to postsecondary options
- Additional mental health supports/programs including partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed.

Reflection on Innovation Status – The structure of our innovation plan has allowed us to meet all students where they are with regards to promoting changes in behavior, academics, and attendance. The flexibility of the innovation plans allows us to go outside of the general curriculum and creatively schedule to generate avenues that are more feasible toward student success. As we continue to build out, a priority for us is to increase our visibility in the community – many families and community members are still learning about the work that we have done for students as an option for college and career readiness.

The flexibility in our curriculum and our focus on meeting the needs of individual students has allowed us to meet our goals in NWEA growth each year as well as partially meet growth on the PSAT and CMAS assessments. A priority goal of ours as we continue our build out is to focus on developing students' skills to push them towards on-track grade level performance on these assessments. In 2016-2017, we did not meet our goal of students reaching grade level benchmarks because more than 75% of our students enter Legacy Options with 6th grade or below reading levels. While we make strides in growing our students, it is taking time to help them achieve grade level status. This continues to be a focus for us moving forward.

Another priority goal of ours is to continue to engage with our parents and families in order to create a more robust system of support for all students. Based upon our current data, we have shifted our priorities to include more parent and community outreach, i.e. home visits, data nights, parent conferences, and school / community events. Our outreach efforts are twofold: the first is to bring current families in to illustrate what we offer and how we can support students to get on track to graduate; the second is to promote a family and community partnership in the Far Northeast. Our second change will involve how we structure our ELD tutoring and engagement strategies within our courses. The data suggests that we are not achieving the desired stated goals of growth with our ELL students. Based upon that data, Legacy Options has created a data cycle around reading and language to support all students and identify targeted supports for our ELL students.

The Legacy Options administration, staff, and students devote their time to creating a school in which all school members feel like family and have a role in defining the culture. Our culture is accomplished through leadership opportunities and a commitment to success that helps build trust among each other and a reliance on one another for needed support and anticipated success. Our hope with innovation renewal is to pave the path of success for our students while continuing to implement the quality program that currently affords them opportunities for their future. We will work on tightening up the systems we currently have without making big changes to the current innovation plan.

Please consider the commitment of our team and that of the students we serve as you make your decision regarding our innovation plan renewal.

Sincerely,

Anthony McWright
Founding Principal

Essential Information Form

Name of School	Legacy Options High School
School Type	New Innovation School intended improve student performance in alignment with the Denver Plan 2020.
Grade Configuration <i>(note if you are seeking a change to your grade configuration as part of this process)</i>	9-12
Model or Focus (e.g., Arts, College Prep, etc.)	Intensive Pathway, Alternative Education
Region and/or Neighborhood	Far Northeast Denver
Primary Contact Person (name, email)	Anthony McWright Anthony_McWright@dpsk12.org

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
9	45	40	25	30	40
10		40	35	30	40
11			40	40	40
12				40	40
Total # students	45*	80*	100*	120*	180*

*Legacy will enroll more students based upon demand

Student Demographics: What is the current breakout of students that you serve, or are projecting to serve? Note if you expect any variations to this upon becoming an innovation school.

	FRL %	SPED %	ELL %	Hispanic/Latino %	African American %	White %	Other %
Student Demographics	95%	30%	30%	55%	40%	2%	3%

Executive Summary Narrative and Overview of School-Based Flexibilities in this Plan:

Overview of School Plan & School- Based Flexibilities:

Legacy Options' focus is on the whole child. We believe that everyone can learn, become better thinkers, and independent learners. Students will meet academic challenges with honesty, integrity, enthusiasm, and a willingness to solve problems. We aim for a culture of cooperation, with respect for individual differences and community values. We foster a school climate that is safe and supportive of individual students, enabling them to succeed in our ever-changing world.

As we focus on our mission, the overall vision emphasizes promoting an environment where every student has the opportunity to achieve his/her utmost potential while becoming prolific residents of society.

Culture:

Legacy Options is charged with nothing less than completely changing, and in many cases, saving students' lives! Legacy Options students are high-risk; they are not only over-aged and under-credited but also present great risk factors such as gang involvement, drug and alcohol abuse, adjudication, mental health needs, pregnancy, truancy and behavioral issues. Legacy Options is a holistic intervention for every student and must be a "game changer" in the sense that every student enrolled at Legacy Options must be completely supported academically, socially and emotionally to change his/her life. Without this unique, intensive form of support the "game" for these students will continue to remain the same, as will the cycle of poverty, violence and self-destruction they may be taking part in.

To successfully provide a "game changing" culture for ALL Legacy Options students, an "all hands on deck" approach is expected from the entire Legacy Options community, including all staff and teachers. In order for Legacy Options to succeed in supporting students in reaching their goals, all of Legacy Options' community must be ready to devote 110% of their talent and skill whenever and wherever it is needed. This includes an extended working day, week and year, and also requires teachers and staff to give students support outside the silo of traditional job descriptions. Legacy Options requires continued innovation status to ensure that it will continue to be able to broaden position descriptions, offer competitive salaries for extended year and/or flex work schedules and completely innovate and extend the time offered to teachers for professional development, ensuring that each teacher has the skills required to work with high risk students.

In addition, innovation status will continue to allow Legacy Options to deliver a variety of intensive supports outside the localized effort of the professionals in the building. This includes supports such as affective needs prevention and services, enrichment courses, tutoring and other learning experiences that fall outside the academic core but create the whole child program and culture needed for student success. Ideally the school will require several social workers and psychologists to provide the intensity of support needed by Legacy Options students. Unfortunately, this level of professional support is cost prohibitive in a small school setting such as Legacy Options, therefore the school must be able to extend its hiring to semi-professional and community staff that can support Legacy Options students in collaboration with student services staff. This allows the student services professionals in the building to focus primarily on delivering Tier III intervention and allow other staff to provide triage and strategic prevention supports.

Leadership:

The Legacy Options School's leader clearly articulates the school's vision, demonstrate strong leadership competencies, and is committed to and passionate about supporting at-risk students and ensuring that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options.

Anthony McWright, the founding school leader, has dedicated more than 25 years working with at-risk youth from many different backgrounds, most recently as the principal resident at PREP Academy in central Denver. As an administrator, Anthony has led educational initiatives that have resulted in dropout rates declining, daily attendance improving and graduation rates increasing. In addition, Anthony's leadership has led to decreased suspension rates and improved attendance rates. He has a bachelor's and master's degree in music education as well as a Specialist's degree in Educational Leadership. Anthony currently has an administrator's license in both Mississippi and Colorado.

In the event that there is a change in leadership, the School Advisory Board would interview candidates for the open position per district best practices and would make recommendations to the superintendent. The School Advisory Board would look to identify candidates that meet all of the aforementioned qualifications and attributes to choose the new school leader as well as work with our district HR partners to identify the strongest candidates.

Education Plan:

"A competency is simply a statement of learning outcomes for a skill or a body of knowledge. When students demonstrate a "competency," they are demonstrating their ability to do something, "they are showing the outcome of the learning process" (College of Public and Community Service 2010). Though competency-based education has been demonstrated and proven to be quality education in private industry since the 1970s it has just recently gained ground in K-12 education through the work of researchers such as Robert Marzano and John Kendal who refer to this concept as "standards-based education."

Standards-based learning, requiring students to demonstrate his/her knowledge before moving on, ensures that students are prepared for college as long as the standards used are rigorous. The ACT Policy Report, *Courses Count: Preparing Students for Postsecondary Success* finds a relationship between college remediation rates and a lack of rigor in high school courses (2005). The report argues that students who do not take a college prep course load in high school are much less likely to excel in college. This statement is reiterated by the Piton report (2009). More than just taking the courses however, the reports call for an alignment of coursework with college work. To support a student's pathway to college, a student must know or demonstrate proficiency of rigorous standards for him/her to succeed in a college setting. **Based upon this belief our targeted class size will range from 12 to 15 students per class. However, the administration reserves the right to increase this number in cases where situations warrant. These decisions will be decided on a case by case manner by the school administration, in consultation with the CSC/SAB.**

Standards-based learning and grading has over two decades-worth of research behind it. Most recently however, the focus of this research has been the dynamic effects standards-based learning is having on at-risk students and students with special needs. Sharon Defur and Lori Korinek in their article "*The Evolution toward Lifelong Learning as a Critical Transition Outcome for the 21st Century*" describes the advancements made in students with special needs transitioning and succeeding in college due to standards based

education (2008). Additionally Lee Ann Jung in her *article "Standards-Based Grading and Reporting: A Model for Special Education,"* found incredible gains for students with special needs in inclusion settings when fundamentals of standards-based grading was used (2007). Due to the educational experiences of Legacy Options students and our goal to ensure that all Legacy Options students are post-secondary ready, a standards or competency-based curriculum must be used to ensure accelerated growth and college/career achievement.

In most educational programs, a student's grade is subjective and is based more on the student's behavior and attendance, and less on what the student actually knows or does not know. It also does not take into account the learning process as a key component to a student's skill development. If a student turns in and passes a series of activities the student gets a certain grade, the term ends and the student moves on. If the student earns a C or a D he/she may have turned in A quality work and F quality work. With competency-based education this would mean that the student was proficient in one area and not proficient in another. Taking and reporting out the mean of these points in time does not accurately describe the student's performance, nor does it give the student any motivation to work to improve the F work until it becomes an A. Instead the student is happy that he/she passed and moves on to the next course. This philosophy may be one reason why so many students have educational gaps.

Students must be given the chance to make mistakes, learn from them and then return the previous F work to proficient work. In this way students are allowed to engage in the learning process while being held accountable to the quality of the final product. This mirrors the business and career world in many ways. In business, an employee wanting to keep his/her job would never turn in "F work." Instead, that person would have to work independently or in collaboration with another to revise the product until it was to standard.

At Legacy Options, students will have an opportunity to revise their work until they reach proficiency on the standards for the course. Teachers work with students to revise and resubmit their work. This ensures that all students are competent in their core subjects as well as in their CTE, college and enrichment subjects before they earn their diploma. Such a process guarantees that students are participants in their own education and that teachers are aware, on a daily basis, of how far each student is away from being proficient or advanced in any one outcome. Through this process, authentic intervention is possible. Our courses are organized in trimesters and a student is able to earn a full semester credit during each trimester. If the student has not shown mastery during the trimester, he/she will have the option to retake the class during the school year.

Legacy Options uses the Common Core State Standards as well as Colorado Academic Standards. The standards, infused with the 21st Century Standards, will be used as the basis for our curriculum. Legacy Options continues to follow district guidance on curricular flexibilities and planning.

Teaching:

Legacy Options provides multiple opportunities for professional learning and growth through professional development and evaluation structures. Legacy Options teachers are provided with frequent observations and feedback on instruction by school leaders and peers using the LEAP Framework and observation feedback models. Based on individual performance goals, teachers are expected to engage in individually focused professional development monthly. In addition, teachers participate in weekly professional development, monthly data team meetings, and monthly instructional planning meetings with their content teams. The school leadership team leads monthly learning walks and quarterly whole school professional development sessions based on school goals and student and teacher learning needs.

Legacy Options is committed to providing students with the most cutting edge technology and innovative uses in the district. In 2017, technology and its applications are endless. Examples of learning through technology may include: using Chromebooks and computer labs for educational applications. Each of Legacy Options’ students have abundant access to Chromebooks and other personal technologies. At Legacy Options, 21st Century skills begin with proficiency in technology and end with the higher level skills that will be necessary in using technology as a tool to successfully communicate, collaborate, think, and create in a global society.

Though online learning has made the news in the last decade, blended online learning is quickly being seen as the classroom of the future, allowing students to have —the best of both worlds. Alfred P. Rovai and Hope Jordan in their article Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses (2004) found that blended courses produced not only greater achievement from the students but also produced a stronger sense of community among students than traditional or fully online courses. Our blended learning takes placed in our Credit Recovery classes which currently use Edgenuity Online.

Governance:

School Advisory Board (SAB)

Legacy assembles a School Advisory Board (SAB) in place of the Collaborative School Committee (CSC). The SAB meets monthly.

The SAB responsibilities will include but not limited to:

- advising the school leader on school business and operations
- holding the school accountable for effectively carrying out its plan and reaching its goals
- making recommendations on the school’s educational program, budget, and systems
- overseeing fund raising and finances to support innovative school programs
- communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

Budget:

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students	45	85	100	120	140
Per Pupil Revenue	\$289,385.25	\$546,616.58	\$643,078.33	\$771,694	\$900,309.67
Mill Levy Support - Intensive Pathway School Projection	\$361,902	\$417,241	\$590,221	\$460,965	\$460,965
Pathway Subsidy	\$ 296,462	\$ 304,127	\$ 347,326	\$ 591,253	\$ 462,638
Total Revenue	\$947,749	\$1,267,984	\$1,607,625	\$1,823,912	\$1,823,912
Full Time Staffing	\$787,234	\$1,077,399	\$1,394,486	\$1,610,773	\$1,610,773
Non- Salary Expenses	\$150,353	\$ 180,424	\$202,977	\$202,977	\$202,977
Total Expenditures	\$947,749	\$1,267,984	\$1,607,625	\$1,823,912	\$1,823,912

Balance		0	0	0	0
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Budget Savings as a Result of Innovation Status:

As a result of Innovation Status the school projects an average annual savings of \$128,000 due to budgeting on actual salaries versus district averages.

Outcomes as a result of Innovation Status:

The Legacy Options School is designed specifically to address the need identified by Denver Public Schools to serve as a pathway high school to serve at-risk students residing in the Far Northeast Region of Denver including students who are not adequately served by existing pathway schools and students who are older and further from accumulating sufficient credits to graduate.

Performance Benchmarks (3 Year): We meet our district similar school’s cluster regarding expectations for student growth but not achievement in all core content areas on the Alternative School Performance Framework (ALT-SPF).

Legacy Options High School: Need for Innovation Status:

In order to implement the school’s model in a way that fits community needs and supports student achievement, Legacy IP HS has identified the following needs for innovation:

- Professional Development:** Legacy Options HS needs flexibility to direct more PD time for teachers and administrators to effectively implement the school’s personalized learning and pathway programs;
- Time:** Legacy Options HS needs to have a flexible calendar and use of student and teacher time within the school day to offer targeted PD offerings to ensure successful execution of the school’s plan;
- Human Resources:** Legacy Options HS needs flexibility to recruit and select teachers that demonstrate effectiveness in serving at-risk youth. All teachers are hired using annual contracts to ensure the school is attracting and retaining high quality teachers. For individuals identified as not meeting the expected requirement, the school will provide appropriate supports to address poor performance. Additionally, Legacy Options HS must be able to extend its hiring to semi-professional and community staff that can support Legacy Options students in collaboration with student services staff.
- Budget:** Legacy Options HS needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and will budget on actual teacher salaries.

A. Vision and Mission Statements

Mission: Our focus is on the whole child. We believe that everyone can learn, become better thinkers, and independent learners. Students will meet academic challenges with honesty, integrity, enthusiasm, and a willingness to solve problems. We aim for a culture of cooperation, with respect for individual differences and community values. We foster a school climate that is safe and supportive of individual students, enabling them to succeed in our ever-changing world.

Vision: Legacy Options High School provides an environment where every student has the opportunity to achieve his/her utmost potential while becoming prolific residents of society.

The Legacy Options vision and mission directly support the DPS mission of providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. The Legacy Options vision and mission embody the district's core values of *Students First, Integrity, Equity, Collaboration, Accountability, and Fun*.

Core principles: Scholarship, Honesty, Aspiration, Responsibility, Perseverance

B. Targeted Student Population

Legacy Options School served students residing in the Far Northeast (FNE) Region of Denver who are at-risk of dropping out or have dropped out of high school. Legacy Options provides an intensive pathway high school for 9th through 12th grade students. Legacy Options opened with 68 intensive pathway high school seats to address the projected need in the 2015-2016 school year and will expand to full student enrollment of 180+ by 2019-2020.

Stakeholder Participation

Legacy Options has developed partnerships that enable students to work in the hotel industry within the area surrounding the school to gather internship experience. This past summer the school partnered with Mayor Hancock and the City and County of Denver to enable Legacy Options students to hold jobs at Denver International Airport, which is also in close proximity to the school and student's home. Legacy Options continues to seek partnerships for the school to support students in their learning and create an atmosphere of hands-on experience in which to work.

School Culture & Student Engagement

The Legacy Options High School culture continues to be collaboratively developed and implemented by Legacy Options staff members, students, and families. The culture reinforces norms and expectations for academic work, collaborative practices, behavior, and disciplinary actions and include but not be limited to:

- Shared core values that are posted and evident throughout the school.
- A contract outlining norms and expectations, for students, staff, and parents/guardians.
- Agreements with community partners for enrichment, CTE, and field experiences.
- A dress code conducive to academic excellence and professionalism.
- Flexible hours for participation and demonstration of mastery.
- No homework beyond online or off-site work requirements.
- A point system to track attendance, participation, work completion, etc.
- A Student Advisory Board.

Systems and Structures:

Legacy Options leadership team members are expected to make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings include informal visits to the student's home to welcome them to the Legacy Options community. Legacy Options staff members also participates in an **orientation at** the start of each trimester. The

first week is focused on school culture and social/emotional supports for students. The second week is focused on instructional strategies and routines. Each week thereafter, students participate in daily activities to promote this format through our advisory model. On Mondays, students are introduced to some form of Character Development. On Tuesdays, students are afforded the opportunity for additional tutoring help. On Wednesdays, students are provided the opportunity to sign up for a club of their choosing in an effort to reinforce team building skills and provide for fun competitions amongst classmates and staff. Fridays are designated to entertain guest speakers and solicited support from community members as well as targeted college readiness activities and supports. Throughout the academic year, the Legacy Options staff is expected to participate in team-building encounters focused on solidifying commitment to the school's vision and mission and bonding as a team.

Legacy Options staff members are expected to begin each day greeting and meeting with students through participating in Morning Check In. All staff members are also expected to **greet students** at the start of each class, making positive comments and having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment. Staff members are expected to provide opportunities for students to share what is happening in their lives while asking students about what supports they need that day. In addition, each student is expected to select one adult in which they go to in times of need to express his/her feelings and/or share successes and challenges he/she is experiencing at school and solicit support from his/her peers or faculty and staff. These expectations are conducted during the initial orientation process.

Thursday Professional Development ILT members take ownership for facilitating professional development and are provided multiple opportunities to take on additional leadership roles including but not limited to: mentoring teaching fellows, facilitating groups, serving on the School Advisory Board, and developing and implementing new enrichment and electives for students. In addition, through our Professional Learning Communities, leadership and advancement opportunities are designed to identify and support a pipeline of future leaders committed to the vision and mission of the District, the Far Northeast, and the school.

Advisory Period:

Advisory meets four days each week for 45 minutes around a variety of topics addressing social and emotional needs of students (e.g. grief counseling, anger management, team building, etc.) Students are assigned an Advisory homeroom with a designated staff facilitator or advisory teacher. Students check in with their family teacher daily at a regular schedules activity period. Each advisory teacher is assigned approximately 10 students.

Students are expected to engage in individualized reflection on what is happening in their life outside of school and what they will do that day to be successful in school. Students are provided opportunities to share concerns with the group and solicit feedback and support or a "shout out" about something that they are proud of. Students are also provided opportunities to do a verbal check in with the Advisory teacher or their chosen adult, about what support is needed to be successful that day. The advisory week generally follows this model: On Mondays, students are introduced to some form of Character Development. On Tuesdays, students are afforded the

opportunity for additional tutoring help. On Wednesdays, students are provided the opportunity to sign up for a club of their choosing in an effort to reinforce team building skills and provide for fun competitions amongst classmates and staff. Fridays are designated to entertain guest speakers and solicited support from community members as well as targeted college readiness activities and supports. Students work with the school counselor and their advisory teacher and support staff to develop and commit to an **Individualized Plan** that includes the student's academic history, interests, and goals that will be used throughout the year to monitor student progress and guide instructional decisions and supports.

Every trimester, we host a Town Hall Meeting open to all Legacy Options students and staff members recognize and acknowledge individual and group accomplishments and progress toward goals. Town Hall Meetings are collaboratively planned by the Student Advisory Board and the Instructional Leadership Team. Legacy Options parents/guardians are requested to sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.). Every parent/guardian is highly encouraged to participate in biannual **Parent Conferences**. If they cannot attend at the scheduled time at the school, an individual appointment is scheduled. Parents/guardians are also expected to access the parent portal either at home or at the school. Sign up for Parent Portal is made available through the school front office during orientation and throughout the school year.

To further promote the mission, Legacy Options provides **wrap around support for parents and guardians** through community providers, programs, and trainings offered at the school and in the FNE community (e.g. ESL, resume writing, computer classes, etc.). By design, Legacy Options serves students who are at-risk of academic failure as well as higher than average percentages of students with special needs, students receiving special education services, and proportionately high percentages of English language learners. The Legacy Options School culture is focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Legacy Options students will be better prepared to be successful inside of the classroom.

C. Student Discipline Policy

Legacy Options bases its discipline policy and procedures on Board Policy JK and Regulation JK-R with modifications to the discipline ladder of consequences to reduce out of school suspensions, keep students in school, and increase restorative approaches to support the social and emotional needs of its at-risk students.

Legacy Options uses a level system for behavioral consequences that includes 5 levels: Level 1 minor infractions and classroom issues resulting in extended time for improvement, restorative practices, plans being written, referral to additional group support, conversations, conferences; Level 2 and 3

mid-level infractions resulting in OSS, possible DPD involvement, restorative practices; and Level 4 and 5 major infractions resulting in expulsion requests and DPD involvement.

Students who have committed Level 2 and 3 infractions may be provided an opportunity to take their case to the Legacy Options School Interschool Discipline Board (Faculty and Staff). This Board conducts a structured peer review of the facts and circumstances of the case by a panel of student leaders and recommends a disposition. Sentencing options may include community service, attending educational workshops, apologizing to victims, and other restorative approaches. The Board also provides an opportunity for students to learn about the legal and judicial process, engages students in the school and community, and holds students accountable.

Legacy Options staff members are annually provided with training on fairly and consistently implementing disciplinary procedures with an intentional focus on ensuring that all students succeed. A due process checklist is used by staff when recommending actions to ensure that the school disciplinary procedures are followed.

Through the RtI process, the leadership team looks at disaggregated disciplinary data by individual students and student groups on a weekly basis and works with Dean of Disciplinary Matters / Restorative Justice Coordinator to address any disproportionality in disciplinary procedures. Discipline for students with disabilities will be in accordance with the student's IEP, behavior intervention plan, 504 Plan, and Board Policy JFK.

Positive Behavior Interventions and Support:

Legacy Options students and staff continually collaborate to develop the school's norms and expectations each school year. These common expectations (e.g. safety, attitude, integrity, and leadership) are the basis of a point system used to provide students with weekly feedback on academic, attendance, and professional behaviors across school settings. Points are associated with increasing levels of privileges and consequences and are intended to provide frequent feedback to allow students to regulate their own behavior and move from more extrinsic incentives to more intrinsic incentives. Students and teachers track points earned in each class as well as in out of class settings. Students check in with their Advisory teacher once each week to monitor progress. In order to earn full privileges, students must meet the following criteria: 1) earn 90% of all points for all classes; 2) no antisocial behavior - bullying, verbal abuse, and intimidation; and 3) no drugs or alcohol use. Students with multiple behavioral infractions are referred to the Student Intervention Team for a more thorough MTSS process, including but not limited to a functional behavioral assessment and development of a behavior support and intervention plan.

D. Student Recruitment & Enrollment

Recruitment

As an intensive pathways school, Legacy Options recruits and enrolls a significant majority of its students through referrals from agencies and schools. Therefore, the primary recruitment strategy is to engage with the FNE middle and high schools and agencies that serve at-risk students (e.g. Gilliam, DYC commitment/placement facilities, etc.) and share information about the Legacy

Options School. Legacy Options works with DPS departments that support intensive pathways, community engagement, drop-out prevention and recovery, truancy, adjudicated youth, and poverty and homelessness, to identify and reach out to disconnected youth. Legacy Options does work with community groups (e.g. faith-based organizations, Boys and Girls Club, Goodwill, United Way, WIC, etc.) to ensure that at-risk youth and their families are aware of our intensive pathways school option. Additionally, Legacy Options recruits students through a variety of direct and indirect marketing strategies (e.g. door to door, open houses, flyers, website and social networking, DPS School Choice Enrollment brochure, DPS secondary school events, etc.).

The Legacy Options team spends a great deal of time developing relationships with community agencies and schools and creating strong systems for onboarding and orienting students. As enrollment is critical each year, Legacy Options aggressively recruits students throughout the school year and over the summer months. Transitions referrals, in conjunction with Agency and school referrals, are solicited and students who are referred before April have first priority for the upcoming school year. Second priority is given to any students who enroll through the DPS Transitions process by April 30 each year. If additional seats remain available following the transitions process, applicants are considered on a first come first served basis until enrollment is full. A waitlist is used to fill openings as they become available.

Enrollment

Legacy Options enrolls students at the start of each trimester through agency and high school referrals as well as collaboration with the DPS School Transitions Department. The enrollment process includes an application and a personal interview with the student, parent or guardian, and school leader. The Legacy Options enrollment process ensures that the enrollment criteria are applied consistently to all applicants. Students who apply for enrollment and are accepted are then required to participate in a one week orientation and sign a school/student/guardian compact prior to beginning classes. Once full, Legacy Options maintains a waiting list and enrolls students as space becomes available.

Legacy Options vets all applicants and enrolls any students it can adequately serve. Legacy Options works closely with the district and an interagency team to ensure that every student has access to educational opportunities to support their growth and development and prepare them for postsecondary success.

Our enrollment process begins with the prospective student and his/her parent/guardian visiting Legacy Options to fill out an application in person or online. Next, the student schedules an enrollment interview to review the Student-Parent Contract detailing all of Legacy Options academic, behavior and attendance policies. Legacy Options staff and leaders review the application and interviews the family and student and makes the final decision as to whether or not Legacy Options will be the best fit for the student. Once accepted for enrollment in Legacy Options, both student and parent sign the Student/Parent Contract. In the event that the student is not able to commit to attending the school, the administrator and transitions team assist the student and his or her parent in either returning to the home school or exploring other options.

E. Student Attendance & Satisfaction

Student Investment

Each Legacy Options student has an **Individualized Plan (IP)** created collaboratively by the student, parents/guardians, and teachers. The IP includes but is not limited to:

- Academic Plan
- Academic Assessment Results
- Portfolio of Academic Work
- Career Plan
- Community Service and Field Experiences
- Professionalism / Behavior Plan
- Student – Parent – Teacher Compact

Students work collaboratively with the school counselor, teachers, student advisors, and their parents/guardians to monitor and adjust their IPs to ensure that they reach their academic, social/emotional, and career goals.

Legacy Options students have representation on a **Student Advisory Board** that has input into school decisions and goals and takes on a leadership role in planning student events and developing the student handbook. In addition, the Student Advisory Board oversees the administration of a quarterly student satisfaction survey and makes recommendations to the school leadership team on how to increase satisfaction levels. All Legacy Options students are expected to participate in a minimum of 20 hours of volunteer service learning. Students also have opportunities to participate in peer to peer tutoring, mentoring, mediation, and the Student Discipline Court.

Student Attendance

Legacy Options' average attendance (enrolled minutes – absent minutes / enrolled minutes) did not meet or exceed the SPF expectations for alternative schools with an 87% or higher. We obtained 64% growth the first year and 67% the second year. The Legacy Options Student Support Team is responsible for collecting and monitoring the daily student attendance data in Infinite Campus (IC) and providing daily reports to the office manager. The office manager makes calls to parents or guardians. After a second consecutive absence the student advisor contact the parents or guardians and makes a plan, if necessary, to improve attendance. Every week on Friday an attendance report is run on all students from IC. Using the data from IC, the advisory teacher and/or staff calls the parent / guardian to inform them of student progress. Student advisors and the school Psychologist uses this report to follow up with individual students and develop attendance plans that include rewards and consequences associated with attendance.

Student Satisfaction

Legacy Options student satisfaction reached 85% positive responses in year one and 90% positive responses by year two to meet the SPF expectations. A Legacy Options designee is responsible for distributing and collecting the annual DPS student satisfaction surveys. In addition, the school developed and administers a student and parent satisfaction survey at the end of each 12-week trimester. The Student Advisory Board uses this data to conduct a root cause analysis each quarter toward making recommended action steps to increase student satisfaction.

F. Ongoing Parent/Guardian Involvement & Satisfaction

Parent Involvement

Legacy Options partners with community organizations to provide parents/guardians with access to training and support at the school on a variety of topics such as: filing FASFA or taxes, resume writing, job/career opportunities, learning English, grief counseling, etc. In addition, Legacy Options collaborates with the community partners to assist students and families with accessing transportation to community events.

Legacy Options parents/guardians participates in the development of Individualized Plans and communicates about successes, concerns, and next steps via the weekly communication system (Friday Letter). Parents/guardians are highly encouraged to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.) and are encouraged to become involved in the school community. Every parent/guardian is expected to participate in quarterly conferences focused on student learning and development. Legacy Options faculty is prepared to teach parents/guardians how to access the parent portal at the school and encourages them to use it between conferences to stay informed and involved.

Parent Satisfaction

Legacy Options parent satisfaction was 64% positive responses on the DPS parent/guardian satisfaction surveys in year one and 90% positive responses by year two. Legacy Options did not meet SPF expectations for parent response rates in neither year one or two. The Legacy Options designee is responsible for distributing and collecting the DPS parent satisfaction surveys. Staff and student advisors are charged with following up with parents/guardians via parent teacher conferences, phone calls, and home visits to encourage parents to complete and return the surveys. In addition to the DPS survey, the school has developed and administers a student and parent satisfaction survey at the end of each 12-week trimester to gather feedback and monitor progress. The School Advisory Board conducts a root cause analysis, in collaboration with the leadership team, and recommend action steps each quarter to increase parent satisfaction.

A. Leadership Team Personnel

The Legacy Options School leadership team articulates a vision for the school that includes all students attaining the 21st century skills needed to compete in a global market place, advocating for themselves, and contributing to society as competent educated members of the community. Additionally, the school leader and the assistant principal are licensed school administrators that are the instructional leaders of the school and provides frequent feedback, coaching, and support to teachers and staff.

The school leaders demonstrate leadership competencies including: culture and equity, instructional, human resource, strategic, organizational, and community leadership skills. The school leaders are committed to and passionate about supporting at-risk students and ensuring that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options.

Cross training for leadership team members and distributed leadership responsibilities are provided opportunities for Legacy Options to grow its own leadership and ensure smooth leadership succession.

B. Leadership Succession Plan

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members are involved in the principal hiring process. A strong consideration will be given to the possible selection of the current or sitting Assistant Principal to take over for the departing Principal.

The school's SAB, in collaboration with the district superintendent or his/her designee, will manage the principal selection process and recommend at least two final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the SAB from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the SAB and his/her designee to continue the search for better qualified candidates should none of the two candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

School Culture & Student Engagement

The Legacy Options School culture continues to be collaboratively developed and implemented by Legacy staff members, students, and families. The culture reinforces norms and expectations for academic work, attendance, collaborative practices, behavior, and disciplinary actions and includes but not be limited to:

- Shared core values that are posted and evident throughout the school
- A contract outlining norms and expectations, with non-negotiables, for students, staff, and parents/guardians
- Agreements with community partners for enrichment, CTE, and field experiences
- A dress code conducive to academic excellence and professionalism
- Flexible hours for participation and demonstration of mastery
- No homework beyond online or off-site work requirements
- A point system to track attendance, participation, work completion, etc.
- A Student Advisory Board

Systems and Structures

Legacy Options leadership team members are expected to make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings include informal visits to the student's home to welcome them to the Legacy Options community. Legacy Options staff members also participates in an **orientation at** the start of each trimester. The first week is focused on school culture and social/emotional supports for students. The second week is focused on instructional strategies and routines. Each week thereafter, students participate in daily activities to promote this format. On Mondays students are introduced to some form of Character Development. On Tuesdays students are afforded the opportunity for additional tutoring help. On Wednesdays students are provided the opportunity to sign up for a club of their choosing in an effort to reinforce team building skills and provide for fun amongst classmates and staff. Fridays are designated to host guest speakers and community members. Throughout each year, the staff is expected to participate in team-building encounters focused on solidifying commitment to the school's vision and mission and bonding as a team.

Legacy Options staff members are expected to begin each day greeting and meeting with students through participating in Morning Check In. All staff members are also expected to **greet students** at the start of each class, making positive comments and having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment. Staff members are expected to provide opportunities for students to share what is happening in their lives while asking students about what supports they need that day. In addition, each student is expected to select one adult in which they go to in times of need to express their feelings and/or share successes and challenges they are experiencing at school and solicit support from their peers or faculty and staff. These expectations are communicated during the initial orientation process.

Students are assigned to a **Student Advisory Homeroom** with a designated teacher. Each teacher is assigned approximately 10 students. Students are expected to engage in individualized reflection on what is happening in their life outside of school and what they will do that day to be successful in school. Students are provided opportunities to share concerns with the group and solicit feedback and support or a “shout out” about something that they are proud of. Students are provided opportunities to conduct a verbal check in with their advisory teacher about what support is needed to be successful that day.

Students work with the school counselor, advisory teacher, and support staff to develop and commit to an **Individualized Plan** that includes the student’s academic history, interests, and goals to be used throughout the year to monitor student progress and guide instructional decisions and supports.

Quarterly **Town Hall Meetings** of all Legacy students and staff members are established to recognize and acknowledge individual and group accomplishments and progress toward goals. Town Hall Meetings are collaboratively planned by the Student Advisory Board and the School Leadership Team.

Legacy parents/guardians sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.).

Every parent/guardian is highly encouraged to participate in biannual **Parent Conferences**. If they cannot attend at the scheduled time at the school, an individual appointment is scheduled. Parents/guardians are also highly encouraged and expected to access the Parent Portal either at home or at the school.

Legacy Options provide **wrap around support for parents and guardians** through community providers, programs, and trainings offered at the school and in the FNE community (e.g. ESL, resume writing, computer classes, etc.).

By design, Legacy Options serves students at-risk of academic failure as well as higher than average percentages of students with special needs, students receiving special education services, and proportionately high percentages of English language learners. The Legacy Options School culture is focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Legacy Options students will be better prepared to be successful inside of the classroom.

C. Leadership Team Coaching & Evaluation

The principal and assistant principal are evaluated using on the LEAD school leadership framework with modifications, if necessary, to reflect the unique features of the school. The Legacy Options principal and assistant principal use DPS resources for coaching and professional development of school leaders (e.g. OSRI, ISs, CAO, etc.) as well as seek other professional growth and development opportunities to support the successful implementation of an intensive pathways school.

The Legacy Options Principal supervises, coaches, and evaluates members of the leadership team including the assistant principal, administrative assistants, community liaison, and office manager. Leadership team members: Anthony McWright – Principal; Cortney Duritsa – Assistant Principal; Molly Esquibel – Teacher effectiveness coach; Elizabeth Gavrys and Jessica Moser; Teacher Facilitators; facilitate and participate in monthly *Learning Walks* with teachers to observe and

engage in collaborative discussions about instructional practices. The principal and assistant principal supervise and evaluate all staff. The principal may designate other school staff to conduct teacher and staff observations, coaching, and evaluations where needed.

D. School Personnel Structure

In addition to the leadership team discussed above, the Legacy staff includes an instructional team and a support services team. The instructional team is comprised of core teachers, electives teachers, ELA, special education, intervention teachers, and a pro tech teacher. The support services team includes student advisors, counselors, social worker, psychologist, CSOs, school nurse, office support staff, and paraprofessionals.

The office manager oversees the budget, accounting, and business functions of the school under the supervision of the school principal. The school remains accountable to the district accounting office and implements sound financial management and accounting practices.

The community liaison manages community partnerships and services provided to the school and is supported by dedicated personnel donated by a community partner organization.

E. Employment Policies

Salaries and Benefits:

Legacy Options teachers' salaries are based on the DPS salary scale. Legacy Options teachers participate in ProComp and may, at the principal's discretion, receive additional compensation for: extended time, additional responsibilities, and meeting personal growth goals. Leadership team, instructional staff, and support staff members are eligible for school determined performance incentives. The Legacy Options leadership team members' salaries are based on the DPS salary scale. The school leadership team and/or the Instructional superintendent may determine additional stipends for extended time and additional duties based on input from the various factors including input from the School Advisory Board, so long as these additional incentives are budgeted for and part of the School's annual compensation philosophy.

Employment Policies:

Legacy Options sought waivers to hire teachers on annual contracts. Alternative schools have a long tradition of struggling to recruit and retain experienced and effective teachers. Working with the most at-risk students in the state can be challenging and lead to higher rates of burn-out than other teaching positions. Legacy Options therefore looks to recruit experienced and effective teachers, including DPS teachers, who are ready to make a change in their professional lives.

Legacy Options teachers are expected to be mission-driven and committed to going beyond the parameters of the school day and the school walls to do whatever it takes to support our students in reaching their academic and social/emotional goals. In turn, Legacy Options teachers receive significant coaching and support from the school, network, and district to help them to be successful and supportive of all students.

Legacy Options students on average enroll with a history of being behind academically and in particular needing to accumulate credits. The school therefore needs teachers who are highly effective at teaching at-risk students to ensure that they are able to catch up academically and graduate college and career ready.

Student support personnel including the social worker, psychologist, and paraprofessionals are interviewed and hired by the school, in collaboration with the district Student Services Department. In an intensive pathways school serving the most at-risk students, it is important to control who comes into the building and to adequately train all staff on the school culture and unique needs of the student population. In addition, more time is allocated to student support services at Legacy Options than is typically provided in other schools.

Legacy Options may hire non-licensed teachers with field experience and expertise to teach elective, enrichment, and intervention courses but shall comply with NCLB license requirements for Highly Qualified teachers in core content areas. Legacy Options also sought a waiver to allow school leaders to supervise, coach, and evaluate staff, under the supervision of the principal, without a principal license when such staff have successfully completed a CDE endorsed training on the LEAP framework. The school principal and assistant principal are licensed administrators through the state of Colorado. Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).

F. Operations - Transportation

Legacy Options students have the opportunity to participate in the DPS FNE shuttle system, the *Success Express*, and also have access to public transportation at a free or reduced rate, depending on available funding. Legacy Options works together with community partners to arrange transportation to field experiences such as internships, mentoring, and community service.

Legacy Options currently follows the DPS school calendar. Any modifications to be implemented for the upcoming school year will be made prior to May 1st of the current year with input from the school advisory board that is followed with a confidential vote from the staff.

G. Operations – Safety and Security

The Legacy Options principal or his/her designee is the primary person responsible for developing, maintaining, and overseeing the implementation of the Emergency Management Plan (EMP). One Campus Security Officer (CSO) supports the implementation of the EMP. The CSO was hired by the school principal and reports to the Administrative Assistant responsible for student support services. Legacy Options installed security cameras, staff identification cards, and a card reader system to further ensure that the building is safe and secure. All Legacy Options staff members are trained in the security procedures and the EMP.

A. Curriculum

Teaching through Integrated Technology

Legacy Options is committed to providing students with the most innovative technology and innovative uses in the district. Smartlab technology will explicitly support student learning once the school reaches full enrollment to fund the resources through CTE. Each of Legacy Options' students have abundant access to Chromebooks and other personal technologies. At Legacy Options, 21st Century skill begins with proficiency in technology and ends with the higher level skills that will be necessary in using technology as a tool to successfully communicate, collaborate, think and create in a global society.

Blended Online Learning

Though online learning has made the news in the last decade, blended online learning is quickly being seen as the classroom of the future, allowing students to have the best of both worlds. P. Rovai and Hope Jordan in their article *Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses (2004)* found that blended courses produced not only greater achievement from the students but also produced a stronger sense of community among students than either traditional or fully online courses. Our blended learning takes place in our Credit Recovery classes, which currently is scheduled to use Edgenuity Online. The school will use the Illuminate Data System to track each student's progress toward mastery in each core standard to measure mastery learning and teacher effectiveness with standards implementation.

Post-Secondary Readiness: Preparing for College and Career

Once students demonstrate grade level, learning Legacy Options collaborates with other institutions to offer various CTE programs while also partnering with local community colleges to engage students in concurrent enrollment courses. All 10th grade level students who test at grade level in NWEA MAP take the ACCUPLACER to ensure they will qualify for concurrent enrollment or 050, 055 and 099 courses. A study done by the Piton Foundation regarding the state of education and college success in DPS found a high correlation between those who enrolled in at least two or more college or accelerated classes in high school fared much better in both enrolling and graduating from college (Buckly, P, April 2009).

To broaden the opportunities for Legacy Options students, additional courses have been included in the curriculum. The school added Creative Writing, Graphic Design, Audio Production, and Ballet in year two. Year 3 witnessed the sharing of courses with Vista Academy and Montbello Career and Technical High School. Where MCT and Vista students are afforded access to our electives, our students are able to take Culinary Arts, CNS, and ROTC at Vista and IT Business and Automotive at MCT. This joint venture has proved to be a success thus far. Legacy Options is currently seeking a teacher to add an architectural design course (funds have been secured for the CAD programs and PC units to run them). Future courses Legacy Options is looking to add include Hospitality, Tourism, and Flight Safety.

Credit Recovery & Unit Recovery

Credit recovery provides opportunities for students to retake classes and/or demonstrate competency in specific content standards for a class they previously failed. Credit recovery opportunities are made available to Legacy students using the standards-based Edgenuity Learning digital curriculum, and end of course assessments. Credit recovery options are available during the school day, during extended learning time, and during the summer session. Unit recovery provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. Through unit recovery, students are required to demonstrate competency in the specific content standards for the respective unit(s) in order to earn credit for the original class. Unit recovery options are supported by Legacy Options' blended learning instructional model.

Concurrent Enrollment

Concurrent Enrollment (CE) is a way for high school students to take college classes tuition free while in high school. Legacy Options students who have concurrent enrollment in their IP are afforded the opportunity to take the Accuplacer assessment to determine if they are eligible to take college level classes. Students may take up to two college classes per semester in content areas related to college and career goals in their IPs. CE classes count for both high school and college credit. DPS pays for tuition and families are expected to pay for books and fees. If a student fails a class, they will be required to pay back the tuition. The goal is that all Legacy Options students will graduate with a college credit option. Legacy Options partners with Community College of Aurora (CCA), Community College of Denver (CCD), University of Colorado at Denver (UCD), and Emily Griffith Technical College to offer Concurrent Enrollment courses.

Every Legacy Options student is provided with the opportunity, access, and inclusion needed for them to reach their potential and graduate ready for postsecondary success.

B. Scope/Sequence

Legacy Options uses the DPS core curriculum but has the flexibility in implementing pacing guides to meet the individual needs of students on a trimester calendar. In addition, Legacy teachers are expected to map out scenarios that include the Edgenuity Learning course scope and sequence document. This map should be linked to the Colorado Academic Standards including the Common Core State Standards in efforts to supplement teacher directed lessons when necessary to ensure that all key concepts and grade/course standards are mastered and students graduate ready for postsecondary education and career options.

Legacy Options lesson plans include standards-based content/language objectives. Teachers create units using the network's common syllabi. Content/Language Objectives (CLOs) are measurable statements that indicate what content students will learn and how they demonstrate that learning through language functions and forms. Language functions are the purpose(s) of the communication, such as narration or persuasion. Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

C. School Schedule & Calendar

Legacy Options students attend on an individualized flexible schedule with classes beginning at 7:45 am and ending at 3:00pm. Full time students attend an 8 hour day and receive an average of 420 minutes of academic instruction a day (450 minutes Mon,Tues,Wed., Fri. & 300 minutes Thursday). Language Arts and Math classes are offered in 65 minute blocks Mon,Tues,Wed., Fri. and 45 minute blocks on Thursday for a total of 305 minutes of each per week. Students who participate in ELD, Special Education, or Interventions for up to 90 minutes a day have a minimum of 65 minutes each of core English or Math instruction. Science and Social Studies classes will be offered in 65 minute blocks Mon,Tues,Wed., Fri. and 45 minute blocks on Thursday for a total of 305 minutes of each per week.

D. Progress Monitoring and Assessment

Legacy Options test students in conjunction with the Denver Public Schools testing windows and utilizes Denver Public School interim assessments should they provide reliable data for targeting instruction and interventions. The school reserves the right to waive district interim assessments and use school determined interims to progress monitor student growth.

Benchmark Assessments

The NWEA MAPS assessment is administered at the beginning, middle, and end of the year to benchmark Legacy Options students' progress against the standards and to triangulate data from interim and formative assessments. NWEA MAPS assessments are given in reading, language, math, and science.

Formative Assessments

Scored and un-scored formative assessments are used to give students continuous feedback. Within the Illuminate Program students have frequent opportunities to monitor their progress through private, no-stakes self-checks. Low stakes assessments give students a chance to engage with content at a personal level while still demonstrating knowledge and skills to their teachers. Higher stakes practices create both formal, structured opportunities for students to show what they know and can do, as well as important opportunities for teachers to provide immediate feedback.

Unit-level diagnostic assessments within Illuminate also provide formative information. These diagnostics are computer-scored, results are immediately available to students and teachers, and the Illuminate system will grant teachers' data to appropriate specific instructional content based remediation and enrichment toward student's strengths and weaknesses.

- Knowledge: Can the student recall the information?
- Comprehension: Can the student explain ideas or concepts?
- Application: Can the student use the knowledge in another familiar situation?
- Analysis: Can the student differentiate among constituent parts?
- Synthesis: Can the student generalize from known facts?
- Evaluation: Can the student justify a decision or a course of action?
- Creativity: Can the student generate new products, ideas, or points of view?

Performance Goals:

Performance Benchmarks (3 Year):

Major Improvement Strategy 1 - Implement Systems to Ensure College and Career Readiness

Legacy Options High School will design, implement, and monitor the progress of a system that ensures that students understand how the PSAT/SAT relate to their future goals, engage in strategic test prep that targets areas of need and future goals, and takes at least 3 full length practice PSAT/SAT tests before the April SAT/PSAT.

By the end of 2018:

- 100% of students will be able to articulate their post-secondary goals, how SAT/MAPs ties into those goals, and how they have grown in their data over the course of the year.
- 90% of students will have completed 3 full length practice SAT/PSAT/SAT 8/9 assessments.
- 100% of teachers will be integrating PSAT/SAT reading and content questions into their lesson plans on a weekly basis.
- 10% of students taking the SAT/PSAT will reach college readiness benchmarks.
- 70% of students will show growth across practice tests.

Major Improvement Strategy 2 - Great Teachers and Great Leaders

Legacy Options High School will focus on strong planning from standards and implementing common reading practices across all classrooms through the implementation of a strong data-driven culture. Teachers will track content focused literacy strategies through data cycles.

By the end of 2018:

- 80% of students will show proficient growth on MAPs assessments.
- 100% of teachers at Legacy Options High School will receive weekly coaching and observations from school leaders aligned to our school-wide focus in rigor (I.2) and data driven instruction (I.1).
- 80% of teachers will show at least one band of growth on the LEAP framework around their PGP as a result of the coaching and feedback

Major Improvement Strategy 3 - Implement Strategic Systems to Close the Achievement Gap

Legacy Options High School will create a strong student and family culture through home visits, parent outreach, monthly meetings, and relationship building.

By the end of 2018:

- 80% of students will have received at least one home visit from Legacy Options High School teachers and staff.
- 55% response rate on Parent Satisfaction Survey and 5% increase in positive responses.
- 75% of students will show attendance improvement.
- 75% of students will reach Adequate Yearly Credits

Corrective Action:

If achievement goals are not met, corrective actions will include: whole school professional development; targeted observations, feedback, coaching and support; and personnel actions.

If corrective actions are not sufficient to reach achievement goals, the School Advisory Board may make recommendations for changes in educational programming, scheduling, or use of resources.

1. Progress Monitoring:

Legacy Options content teams meet once a week 1 hour each time to analyze student achievement data from benchmark, interim, and formative assessments and to make adjustments to instruction and interventions based on data. In addition to ongoing communication with parents and students provided through IPs and daily logs, at the end of each trimester individual student data is reported to students and parents/guardians via in-person conferences, online parent portal, and printed report cards.

The leadership team conducts a Dashboard Review at the start of the school year and after the completion of each trimester. The Dashboard Reviews include analyzing student progress toward school goals by school, course, and student groups (e.g. ELL, SPED, FRL, age, credits, etc.). The school leader reports the dashboard data to the School Advisory Board and the school community each trimester.

2. Promotion & Retention Policies:

Consistent with district policy IKE, Legacy Options students will be reported as in the following grade levels based on credits earned, not based on the student’s age:

Grade 9 (Freshman) Less than 60 credits

Grade 10 (Sophomore) 60 to 120 credits

Grade 11 (Junior) 121 to 170 credits

Grade 12 (Senior) 171 to 240 credits

**Note that, in accordance with state policies, students will take the state assessments (PARCC, CMAS, & COACT) that correlate to their year in school not their grade level based on credits earned.

3. Graduation Requirements (High Schools only).

Legacy Options graduation requirements will meet the district and state requirements and prepare graduating students for college and other postsecondary opportunities.

	DPS Graduation Requirement	Higher Ed Admission Requirement
English	4 Units	4 Units
Mathematics	4 Units	4 Units

Science	3 Units	3 Units
Social Studies	3 Units(to include .5 units of Civics	3 Units
Arts or eligible CTE	1 Unit	2 Units
Physical Education	1 Unit	1 Unit
Approved Electives	8 Units	
TOTAL	24 Units	17 Units

Consistent with DPS Graduation Requirements (Policy IKF), Legacy Options students who do not meet the General Program of Study requirements may have the option to graduate through one of the following alternative courses of study. The student's IP will indicate his or her course of study and associated requirements.

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education modified courses in the core subject areas and world language classes.

Work Experience and Study Program

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team. Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

- Language Arts 3.0 Units
- Mathematics 2.0 Units
- Social Studies 2.0 Units
- Science 1.0 Unit
- Physical Ed 1.0 Unit
- Electives 9.0 Units *1.0 Unit in Vocations and/or Transition Classes is Required.
- Work Experience 6.0 Units

*Work experience coordinated through special education. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work study.

Designated Course of Study

The designated course of study is a substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments are selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.

English Language Learner Students

Legacy Options provides an English Language Acquisition (ELA) program that serves English Language Learners (ELLs) through English as a Second Language (ESL/ELA-E) services, Supported English Content Instruction, and English Language Development (ELD) and ensures that ELLs receive content instruction that enables them to graduate from high school with the 21st century skills for success in postsecondary education and the workforce. ACCESS Data from the 2017 Alternative SPF was inconclusive, as the school did not have the required number of students per grade level who tested (>16) to report findings.

Identification Process

Legacy Options has an Instructional Services Advisory (ISA) team that is responsible for placing English learners in ELA program services, classifying them as ELLs, reviewing their progress while receiving program services, recommending them for redesignation, and monitoring students for two years after redesignation and one year after they exit from ELA program services.

The ISA team consists of the school principal or designee, one ELA designated teacher, one core content teacher and one special services / counselor. The team contact who communicates with the ELA Department will be the school principal or designee.

The Office Manager is responsible for administering the DPS Home Language Questionnaire (HLQ) and the Parent Permission Form (PPF) as part of the registration process for all students. The HLQ is used to identify students who are new to DPS and whose primary or home language is other than English. The PPF is completed by parents or by the student if he/she is 18 years old to obtain permission to place ELLs provisionally in an ELA program, pending assessment and placement.

Assessment and Placement

Legacy Options administer the W-APT screening placement test to students whose home language is other than English during the one week orientation time (within the first 10 days of school).

No later than 30 days after students have completed orientation, parents/guardians are notified if a student is recommended for placement in the ELA program. Communication with parents/guardians is in their native language to ensure that they understand and can make informed decisions about participation in the school programs and services.

After the placement test is administered and parents are notified of the scores by mail and through a personal communication, parents/guardians are informed about the range of services available for their student and will make a decision on which ELA Program Services they would like their student to receive may decline recommended ELA Program Services by completing a Parent Permission Form 3.

The ISA Team meets quarterly and is responsible for:

- Reviewing services provided to newly identified ELLs;

- Monitoring identification of ELLs to identify potentially inappropriate identification and placement;
- Reviewing English Language Proficiency (ELP) and Academic Progress of all ELLs (including those who have declined services);
- Identifying of ELLs in need of intervention, as indicated by objective data and collaboration with appropriate staff, to address the student’s instructional needs;
- Reviewing ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the redesignation of ELLs;
- Reviewing ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the reentry of ELLs into the program;
- Recommending to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent.

The ISA team uses a body of evidence to make meaningful decisions for ELLs. The ELA teacher considers the student’s abilities to: (1) understand academic English vocabulary; (2) engage in classroom conversation in English; and (3) understand classroom materials in English. Evidence regarding these factors may come from the following data sources:

- State English Language Proficiency assessment (W-APT & WIDA-ACCESS);
- Classroom performance (reading and writing work samples, ELD assessments);
- Interim Assessments (SRI and short cycle assessments);
- State Assessments (TCAP or PARCC);
- Standards-Based Progress Report(s);
- Attendance;
- Classroom behavior; and
- Other Data Sources as Appropriate.

ELA Program Design and Curriculum

GRADES SERVED	THRESHOLD	PROGRAM MODEL	SERVICES BY PROGRAM MODEL				
			Native Language Support	Resource Teacher	English Language Development (ELD)	Supported Content Instruction in English	Native Language Instruction
Secondary (6-8, 6-12, 9-12)	<15 ELLs	No ELA Program- Strategic Support	Yes				
	≥15 ELLs (all languages)	ESL/ELA-E	Yes		Yes	Yes	
	50-99 Spanish-speaking ELLs (intermediate proficiency or below)	ESL/ELA-E	Yes	Yes (ELA-S)	Yes	Yes	
	≥100 Spanish-speaking ELLs (intermediate proficiency or below)	TNLI	Yes		Yes	Yes	Yes
	≥100 Spanish-speaking ELLs (intermediate proficiency or below) and ≥15 ELLs (other than native-Spanish speaking)	TNLI and ESL/ELA-E	Yes		Yes	Yes	Yes (for Spanish-speaking ELLs)

Legacy Options expects to serve 15-25 Spanish-speaking ELLs at full-build (15-25% of the total population) and implements an ESL/ELA-E program model. Legacy Options ELL students receive supported English Content Instruction. Core teachers are trained to use sheltered English strategies to make content accessible to ELLs using the SIOP model.

Native language support is provided including curricular resources in the student’s native language when possible and review of core content in the student’s native language with a paraprofessional or ELA teacher when necessary to support comprehension.

A qualified ELA-E resource teacher provides English Language Development (ELD) classes for ELLs who qualify for ELA program services. The ELD class is 65 minutes a day and include direct instruction in English language usage and including content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading, and writing skills in English using the district approved ELD curriculum and , Hampton-Brown *Edge* as well as supplemental materials to best fit the needs of our students.

A body of evidence, including at least three of the following data points, is used to determine where to place students in the *Edge* curriculum.

<i>Edge</i> Level	Access (overall)	Access (reading)	LEXILE (SRI)	TCAP (reading)	Benchmarks & Interims (reading)
Fundamentals	1/ 2 low	1/ 2 low	500 or less	Unsat. (U)	Unsat. (U)
A	2 high/ 3 low	2 high/ 3 low	500-800	U High/ PP Low	U High/ PP Low
B	3 / 4	3 high/ 4 low	750-1000	PP mid-high	PP high/ P low
C*	5	4-5	900+	P low	PP high/ P low

The ISA team monitors student progress quarterly using language development data from the eAssessments in the Edge curriculum (e.g. Key Vocabulary, Literary Analysis – Plot and Nonfiction Text Features, and Comprehension) as well as data from the Illuminate and Edgenuity Learning assessments, MAPs assessments, and six-week cycle assessments measuring student progress on content standards.

In addition to measuring quarterly progress of ELL students in English language proficiency and core content areas, the ISA team annually reviews performance of ELL students in the Fall when data from state content assessments become available.

Legacy Options sets individual performance targets for each student on academic and language objectives. Performance goals for the school include 80% of students reaching individual performance targets.

Verbal and written communication with parents/guardians of ELLs will be in their native language. Parents/guardians are requested to be engaged in: the development of the student's IP which includes academic, language, and behavioral goals and quarterly conferences to discuss progress toward goals.

ELA Teaching

The school principal or administrator designee oversees the ELA program, lead the ISA team, and supervise and evaluate ELA teachers. The school principal, has been trained on the effective implementation of the Inside and Edge curricular.

The Legacy Options ELA resource teacher, responsible for teaching the ELD class, is ELA-E qualified, and will complete the district-approved training program or equivalent, and will have passed the district Spanish proficiency assessment. A minimum of one core teacher per content area will be ELA-E designated and appropriately trained. In addition, all Legacy teachers are ELA-T designated and trained and Spanish-speaking paraprofessionals provide native language supports as needed.

All Legacy Options teachers engage in professional development focused on setting rigorous content and language objectives and using effective teaching strategies to support ELLs. ELA teachers are supported by the district ELA department and have opportunities to participate in district ELA training.

The Legacy Options principal continues to participate in district training on the assessment and implementation of ELA programming as well as participating in school-based professional development on instructional strategies to support ELLs and cultural competency.

Exiting/Redesignation

When the body of evidence indicates that an ELL has reached sufficient grade-level proficiency in each of the four language domains (overall WIDA-ACCESS level 5, Reading, Listening and Speaking level 5, and 4.5 in Writing) to permit students to participate effectively in grade-level academic content instruction and assessments in English without ELA program services (Partially Proficient or Above on TCAP Reading, Writing, Math, and Science), the ISA, in collaboration with the student's parent/guardian, will recommend redesignation and begin progress monitoring.

When considering an English language learner with an IEP for redesignation, the ISA Team consults with the Special Education/IEP team and include the special education teacher's signature on the redesignation form.

Redesignated students are monitored for two years after redesignation to determine if additional ELA program services are needed. Monitoring takes place twice each year, after the first and third nine weeks of school. The ISA team documents redesignated students' academic performance using the ELA Monitoring Form and supporting documentation (report cards, reading assessments, writing samples, attendance data).

If, during the two-year monitoring period, the ISA team determines that a student would benefit from further ELA services, they may readmit him/her to the ELA program.

If after the two-year monitoring period the ISA team determines that a redesignated Fluent English Proficient (FEP) student can meaningfully participate in academic instruction without ELA program services, the student will be exited from the ELA program and monitored for one additional year.

Special Education Students

Legacy Options provides special education services in accordance with the federal Individual with Disabilities Improvement Act and the state Exceptional Children's Education Act. The School and District recognizes that the Plan to create an Innovation School will not impact or in any way diminish the schools' or District's obligations to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students' Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

Identification

Legacy Options student records are reviewed for inclusion of an IEP. In addition, students may be referred for a special education evaluation by a parent or via the Student Intervention Team (SIT) process (described below under RTI). A teacher may refer a student to the SIT team and the SIT team will determine if the student should be referred for a special education evaluation. Students who are evaluated by the special education team and are determined eligible for an Individualized Education Program (IEP) receive specialized instruction and accommodations in accordance with their IEP.

Special Education Services

Legacy Options offers a continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education (FAPE). Special education services provided to students with disabilities range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, specially designed instruction by a special education teacher and/or service provider, individual and group counseling, etc.).

The Legacy Options IEP teams consults with district Student Services Support Teams, as necessary, to develop an IEP that meets the unique needs of the student with disabilities.

Student Services Support Teams

- Regional Support Specialists (RSS)
- Child Find Team
- Deaf / Hard of Hearing Team (DHH)
- Special Education Assessment Services (SEAS)
- Speech and Language
- Transition Team
- Vision Team

Legacy Options will not have a Center Based Program but will work with the district should this service be requested.

Progress Monitoring of Students on IEPs

Student progress is monitored regularly (weekly or bi-weekly) by special education teachers, classroom teachers and specialists providing instruction or interventions to students with disabilities. Regular progress monitoring data is used to adjust instruction to meet individual student learning needs.

Student progress toward IEP goals are monitored by the special education teacher each time all students in the school receive Standards Based Progress Reports and progress will be reported to the student and parent/guardian.

Eligibility Reviews

A re-evaluation is conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the RTI process and may be reevaluated and placed on an IEP as necessary.

Teacher Qualifications, Hiring, Professional Development and Evaluation

Legacy Options special education teachers are licensed and endorsed to teach special education. Special education teachers are expected to participate in all aspects of the professional development system which includes professional development specific to special education, their individual learning needs, and the whole school focus. Teachers may attend special education training provided by the district or other providers. Special education teachers participate in the school coaching and evaluation cycle and will be evaluated by a school leader.

Program Evaluation

Periodic IEP reviews, instructional observations, progress monitoring of IEP goal attainment, formative and summative assessments of academic achievement, and state assessments are used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger district evaluation process.

Response to Instruction and Intervention

(RTI) is a dynamic problem-solving process and structure for providing a continuum of evidence-based, instruction and interventions, with increasing levels of intensity and duration, based on student need.

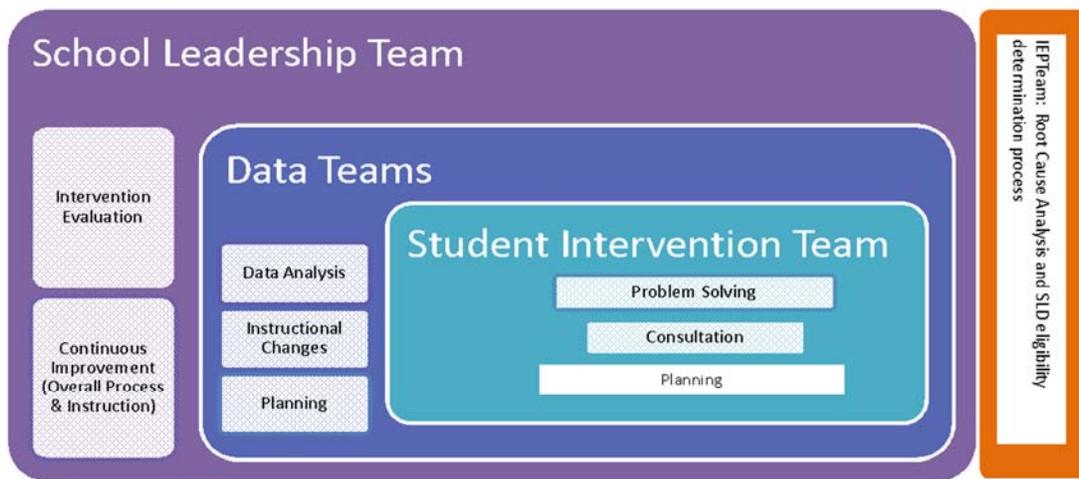
The RTI Model includes three levels of instruction / interventions which are designed to be fluid and accessible based on current student needs.

Tier 1: The Universal Level refers to effective core instruction from highly qualified classroom teachers who possess deep pedagogical content-knowledge and provide differentiated core instruction to meet the needs of diverse learners.

Tier 2: The Targeted Level provides more intensive, explicit, systematic, instructional differentiation closely aligned with the pedagogy and practice of core curriculum. It offers supplemental, research-based instruction and intervention to meet the needs of students not making adequate progress at the Universal Level.

Tier 3: The Intensive Level supports students with significant and chronic deficits and/or significant underachievement who require more resources, time or intensity of instruction and interventions to reach academic and behavioral goals.

DPS Framework for Tiered Support



Data Teams

Legacy data teams will meet for 1 hour each week to: 1) analyze data 2) monitoring student academic progress on IP goals and 3) plan for and make instructional changes including grouping and class assignments. Data teams who identify concerns about student academic progress may refer the student to the Student Intervention Team.

Multi-tiered Student Support Team (MTSS)

The MTSS provides consultation on students who exhibit academic or behavioral concerns and are not responding adequately to instruction and interventions. The MTSS carries out a problem-solving

process using a structured format and decision-making protocols that will lead to the development of strategic intervention strategies that may include changes in the amount and type of interventions. The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior.

MTSS is an interdisciplinary, collaborative team of teachers, administrators, and specialists, who work with parents to problem-solve and generate research-based interventions to address the needs of individual students who do not respond adequately to Universal and Targeted instruction.

The process involves:

1. Analysis of data related to the area of concern (root cause analysis),
2. Specifically defining the problem in measurable terms,
3. Assigning an intervention or instructional strategy,
4. Identifying specific goal(s) and
5. Progress monitoring to measure student response.

MTSS Procedures

The MTSS process consists of consultation and problem solving which focuses on the needs of an individual student. The identified student, in spite of having received the benefit of evidence-based Tier 1 and Tier 2 instruction or interventions, has not shown the expected academic or behavioral growth. Consultation with the Student Intervention Team is needed to explore more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to: (1) deeply examine student strength and needs, (2) to analyze the student's response to previous interventions, (3) and use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers. The team uses a continuous problem-solving process to review and revise plans as needed until the student achieves goals.

MTSS Process

1. The referring teacher completes and submits the initial referral form to the MTSS chairperson. A designated consultant (DC) is assigned.
2. The referring teacher consults with the DC to complete the Student Intervention Team Body of Evidence forms, gather supporting data, and refine the problem definition in preparation for the MTSS meeting.
3. Conduct the Student Intervention Team meeting (*see details below*). Create an intervention and progress monitoring plan.
4. The DC and referring teacher meet to examine student progress monitoring data and analyze student response to instruction.
5. Conduct Follow-up MTSS meeting six to nine weeks from the initial SIT meeting.
6. Conduct consequent Follow-Up meetings as needed.

MTSS Participants

The participants in a MTSS consist of staff members who are knowledgeable about the student and/or the subject area the student is having problems with. The parents/guardians are *essential* members of the MTSS are the student's parents or guardians. The RTI process involves a highly collaborative relationship with the family of the student. Potential team members include: parent/guardian, student, teacher(s), special education, ELA, counselor, psychologist, social worker, nurse, student advisor and school leader(s).

MTSS Problem-Solving Cycle

- Define the Problem
- Gather Data and Evidence
- Identify Contributory Issues
- Delineate the Root Cause
- Develop Solution Recommendations
- Implement Solutions
- Conduct Follow-Up meeting
- Review and Establish Systematic Prevention

Academic Interventions

Legacy Options teachers choose from a variety of research-based intervention programs, a menu of options, which may include but is not limited to:

Reading Interventions

- Edge, National Geographic
- Read 180, Scholastic
- Language, Cambium Learning
- Accelerated Reader, Renaissance Learning
- Corrective Reading, SRA/McGraw-Hill
- Jamestown Reading Navigator, McGraw-Hill

Mathematics Interventions

- Mathematics Navigator, Pearson
- ALEKS Math Intervention Courses
- Khan Academy

Language Arts & Mathematics Remediation

- Extra Learning Online Courses

- Edgenuity Learning Foundation Classes

Intervention Schedule

The Legacy Options High School schedule is designed to be individualized to meet student needs including intervention, ELD, special education, enrichment and advanced courses, and unit or credit recovery. Intervention, special education, ELD, and electives are offered every period of the day. With 5 academic periods a day, students have the opportunity to take English Language Arts, Math, Science, and Social Studies and up to 1 additional 65 minute classes of intervention, special education, ELD, or enrichment. Students can attend additional tutoring on Thursday afternoons to receive additional support or interventions.

Gifted and Talented Students

Students who are academically advanced are identified through the RTI process. Parents/guardians and teachers may also recommend students for gifted/talented (GT) identification through the district. Legacy Options leadership works with the district GT department to provide parents and teachers with information about the characteristics of GT students and to refer students who exhibit these characteristics for testing and identification.

Legacy Options offer a variety of courses and experiences that support GT and academically advanced learners including: internships and mentoring experiences, student leadership opportunities, and experiential learning activities.

Legacy Options serves identified GT students by developing an Advanced Learning Plan (ALP) for each demonstrated area of strength as part of the student's Individualized Plan (IP). Parents/guardians are involved in the development of the ALP in the fall of each year and progress toward individual goals will be monitored and reported quarterly. The instructional plan is adjusted as necessary to ensure that each student is reaching his or her potential.

Supplemental Programming

Mental, Emotional, and Physical Health Services

The Legacy Options staffing model provides more extensive wrap around student support services than a traditional school model to address the intensive social/emotional and academic needs of the school's at-risk student population. With this staffing model and the flexible schedule, increased behavioral and academic intervention and support can be provided at any point in time to address urgent or emergent student needs as they arise.

Wrap around services includes student and family support and advocacy from the community liaison and partnerships with community providers on an interagency services team of representatives from health, mental health, mentoring, employment, safety/security, postsecondary options, probation/legal systems, advocacy, and human services who can provide students and families with assistance in accessing clothing, school supplies, food banks, shelters, healthcare, glasses, medication, etc. The interagency team meets regularly and provide immediate assistance to address urgent student needs. Legacy Options is also interested in collaborating with a healthcare agency to provide an on-site health clinic for students and the community. This process is ongoing.

Extracurricular Activities

Legacy Options offer extra-curricular programming such as Ballet/Dance, clubs and activities as well as activities with other pathways schools such as intramural sporting events (e.g. volleyball, basketball, kickball, etc.).

In addition, Legacy students have opportunities to participate in ROTC and Drum Line at DCIS Montbello and athletics at the student's neighborhood school. Transportation, scheduling, and academic / behavioral requirements for participation in off-site extra-curricular activities will be included in the student's Individualized Plan.

The Legacy Options Community Liaison also collaborates with Community Based Training to coordinate community-based experiences including service learning, field experiences, work experiences, and internships for Legacy students. Students at Legacy Options have also collaborated with local Day Cares and Elementary schools to support Elementary Literacy and Community Partnerships. As a part of their English Classes, students are allowed to sign up to read to Day Care and Elementary students. All students are given an opportunity to volunteer, however, a part of the requirement is that students must consistently demonstrate sufficient growth in Literacy and uphold all aspects of Legacy Options creed: SHARP (Scholarship, Honesty, Aspiration, Responsibility, and Perseverance).

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

Legacy Options recruits and hires teachers who demonstrate the following characteristics: adept at building relationships with students and adults, culturally responsive, thick-skinned, can relate to what students are going through, high expectations for rigor and accountability, and a track record of success with similar populations of students.

In addition to broad-based recruiting efforts, Legacy Options recruits teachers from the FNE region who are familiar with the community and have demonstrated a commitment to serving its at-risk students. Additionally, Legacy Options attempts to recruit teachers from residential, treatment, and youth correctional facilities who are working toward completion of their teaching licenses and through partnerships with local colleges and university teacher preparation programs.

Legacy Options posts positions and advertises through DPS as well as other resources. Teachers who apply may be invited to participate in an open house event. Candidates are divided into groups to engage in: 1) a discussion of student related topics, 2) speed interviews, 3) preparing a lesson on the spot, and 4) preparing a writing sample. Candidates are observed and evaluated based on the cultural competency rubric developed by the Legacy Options leadership team and district and community partners. Top candidates may be invited to an individual interview.

Candidates who are invited to an interview will be interviewed by the appropriate selection team using interview protocols aligned to the school's vision, mission, and goals, the specific job description, and culturally responsive questions.

Core teachers (English Language Arts, Math, Science, Social Studies, Art, and Physical Education) meet the federal definition of "highly qualified" and are licensed and endorsed to teach in their content area. Legacy Options seeks a waiver to allow the hiring of non-licensed teachers, including community providers and other specialized experts, to facilitate electives and enrichment classes.

Legacy Options hires paraprofessionals interested in pursuing a teaching license or endorsement to support instruction and act as "teaching fellows" in core content classes, increasing the intensity of instructional support for students. Legacy Options also partners with teacher education programs that prepare secondary teachers in special education, reading interventions, or English language acquisition to identify and place teachers in training in these positions. Legacy Options instructional paraprofessionals are also qualified to substitute teach to reduce the need for external substitutes and to ensure continuity in school culture and expectations in every classroom, every day.

Interview and Hiring Cycle

Yearly Cycle

July - Sept: Looking at other school models for interviewing, hiring, intensive pathways

Oct - Nov: Start Conversations with HR around possible needs

Dec - Feb: Develop and post job descriptions

March - May: Select teaching staff

The regular interview and hiring cycle for Legacy Options will be from January through May with midyear positions being posted when they become available, however, Legacy Options has the option to post positions outside of the DPS hiring cycle whenever positions are planned or needed.

Cultural Competency

To ensure that Legacy Options staff members have the necessary cultural competencies to support Legacy Options' at-risk and diverse student population, the school implements the following strategies:

- Cultural competency questions are included in the interview and hiring process
- School leaders work with the Office of Student Engagement to develop questions and rubrics
- Professional development is provided on culturally responsive instruction and cultural competency
- Instruction is differentiated based on needs (equity = opportunity, access, and inclusion)
- Create multiple formats for dialogue and collaboration across cultures

Retention of Effective Teachers

The Legacy Options staff culture supports team-building and developing a healthy and fun work environment. Legacy Options also provides effective teachers with multiple leadership development

opportunities including facilitating professional development, participating on the school advisory board, and taking on positions on the school leadership team. Additionally, effective teachers are eligible for ProComp and school based incentive pay. Legacy has an 83% retention rate based on teachers who have been invited to stay, an exceptionally high retention rate for an intensive pathways school. With an extensive hiring process, intensive professional development and supports, and a positive school culture and work environment, Legacy Options attempts to attract and retain the effective teachers that are necessary to reach its goals and will develop the school's future leaders.

B. Teacher Coaching

Every teacher receives monthly observations and feedback on their instruction, instructional planning, and use of student data. The principal and assistant principal supervise and evaluate the teachers on the instructional team. Each teacher is observed and receives feedback and coaching at least six times a year from their supervisor. The leadership team conducts weekly Learning Walks at various times of the day. Teachers are also expected to participate in learning walks individually or as a team during their planning time periodically throughout the year.

The school leader works with the leadership team and teachers to customize these tools to align with the vision, mission, and goals of the school and the LEAP evaluation framework.

C. Teacher Evaluation

Legacy Options teachers are evaluated using the DPS LEAP framework for effective teaching with modifications to ensure that the observation and evaluation rubrics align to the blended learning and intensive pathways models and that peer observers have corresponding expertise.

The school principal and assistant principal have the primary responsibilities for evaluating teachers. School leaders conduct a minimum of two full observation as well as four partial observations and/or walkthroughs each year, providing teachers with ongoing feedback on performance throughout the year. Additionally, internal or external peer observers can conduct observations for each teacher each year. The principal may designate other staff members to conduct observations and evaluations of staff. Any designated evaluator shall at a minimum have successfully completed the LEAP training.

As part of the LEAP evaluation system, teachers are requested to set performance goals in collaboration is aligned with individual goals and observations and coaching is used to monitor progress and make recommendations for improvement throughout the year.

The LEAP evaluation system is aligned with Colorado SB-191 and student outcomes will comprise 50% of a teacher's evaluation.

D. Professional Development

Legacy Options provide multiple opportunities for staff members to engage in meaningful professional development through a variety of vehicles. Professional learning opportunities are based on: 1) identified behavioral and academic needs of students; 2) the school's core values and goals; and 3) individual professional growth plans.

Professional Development opportunities include but are not limited to:

- Individual Weekly Coaching
- Individual Monthly Professional Development Time
- Content Team Weekly Planning Meetings
- Content Team Monthly Data Team Meetings
- Content Team Monthly Instructional Team Meetings
- Whole School Monthly Professional Development
- Participation in Learning Walks with Leadership Team

Professional Development Evaluation

Professional Development is evaluated triannually by the leadership team. Evaluations consider: 1) student progress toward individual goals related to PD; 2) observations of changes in teacher behaviors related to PD; and 3) teacher feedback on PD. Results of evaluations are used to improve future PD offerings.

E. Pedagogy

Data Driven Grouping

As previously described, students are grouped for small group instruction and collaborative group work based on analysis of student academic learning needs. Content teams meet weekly to plan instruction for the students assigned to their classes. Teachers are required to use data from the Edgenuity Learning system and other formative assessments to determine concepts that need additional instructional time. At the end of each quarter, student schedules are adjusted to ensure that all students are provided with the instructional support needed to succeed.

Gradual Release of Responsibility Model for Strategy Instruction

Through the gradual release of responsibility model, teachers support students in learning to use and apply effective strategies.

I DO The teacher **names** and **describes** the strategy, then **models** the strategy through demonstration and think alouds (teacher is most active)

WE DO The teacher provides many opportunities for students to **practice** the strategy with his/her support and **guidance** (teacher and students work together)

YOU DO The teacher provides opportunities for students to try out the strategy **independently** and reflect on their application (students are most active, receiving monitoring support from the teacher)

Students are then expected to **apply** the strategy across all literacy encounters (students have become independent)

Content / Language Objectives

Legacy Options teachers are trained on how to develop content and language objectives as part of their lesson plans and will follow DPS ELA-E training pathway and district requirements for qualifications. The following five areas are included in planning content and language objectives:

1. Content (What standards-based content and skills will students learn?)

2. Targeted Domain (What domains - speaking, listening, reading, writing – will be targeted?)
3. Language Function (How will students use language in the lesson?)
4. Language Form (What grammatical structures, syntax, and academic vocabulary will be used?)
5. Differentiated Supports (What supports will different groups of students need?)

A. School Governance

School Advisory Board

Legacy Options will assemble a 6 member School Advisory Board (SAB) consisting of: 1 school leader, 1 teacher leader, 1 support services team member, 2 parents/guardians partners and 1 member at large from private and non-profit sectors with expertise in data systems, organizational development, finance, and fundraising. The SAB will take the place of the Collaborative School Committee (CSC).

The SAB meets five times a year, following the start of school and the end of each quarterly assessment and reporting cycle. The SAB responsibilities will include:

- advising the school leader on school business and operations
- holding the school accountable for effectively carrying out its plan and reaching its goals
- making recommendations on the school's educational program, budget, and systems
- overseeing fund raising and finances to support innovative school programs
- communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

The SAB has four committees: Accountability, Development, Finance, and Principal Succession. Task Forces may be assigned by the SAB to carry out specific tasks accordingly and members can be appointed based on individual expertise.

B. Budget & Policy Narrative

Legacy Options' intensive pathways model requires significantly more resources allocated to: 1) social/emotional, behavioral, and mental health services, and 2) academic interventions and support to support students in graduating with the knowledge and skills to succeed in postsecondary options. Therefore, Legacy Options' budget includes more student services, intervention, and support personnel than traditional high school programs.

Legacy Options' budget is based on actual salaries and uses the difference between Legacy's actual salaries and DPS average salaries to fund the implementation of its innovative school programming including but not limited to extended time stipends and performance-based financial incentives. Neither the average to actual cost savings or the extended time stipends and performance incentives are included in the budget worksheet but the two are expected to off-set each other.

Legacy Options' office manager will manage the school budget, purchasing, and accounting under the direct supervision of the school principal. The office manager will receive training in DPS policies and procedures. Legacy Options' school leader will ensure that its budgeting, purchasing, and accounting practices are aligned with DPS policies and industry standards for sound financial management practices.

C. Facility

Legacy Options School is located at 6850 North Argonne St. Denver CO 80249.

In order to meet the instructional needs of the school, Legacy Options School will be located in the FNE region of Denver and will accommodate up to 140 students, 25 teachers/classrooms, 3 conference areas, teacher workroom / lounge, 8 private offices, a gymnasium, a cafeteria, and a large space for whole school assemblies.

**Waivers Requests and Replacement Policies
DPS, CBA, and Colorado State Statutes**

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF-R4: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues. 	

Replacement Policy	<p>The CSC shall be replaced by the school’s School Advisory Board (SAB). The SAB will comply with State Law on School Accountability Committees. The membership of the SAB will include the following voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 1 Administrators <p><u>Positions elected by majority vote of SAB – appointed for Year-1 (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● 3 Teachers ● 3 Parents ● 1 Support Staff Member <p><u>The SAB shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending final candidates to DPS for the principal position (when a vacancy exists) ● Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDF-R4 in addition to the following: ● Approving the school’s annual budget ● Determining and approving the school’s master calendar and schedule ● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	GCF/GDF: Staff Recruitment/Hiring	Education Program
Policy	<p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.</p> <p>Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	

Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. • The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers. • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. • Background checks will be administered using the existing systems and processes for the district. <p>The School shall conduct reference checks.</p>
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WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

Educational Program

School Proposal	Article 1-7: Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	<p>2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association.</p> <p>2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.</p>	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	

School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
Article Summary	<p>Article 8 - Professional Standards</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-seven (187) days. If a teacher is required to extend his/her contract year and is continuing to do the work he/she performed during the contract year, he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year...(the article then continues with the specifics)</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include:</p> <p>8-2-1 Lunch Periods. There shall be a minimum standard forty-five (45) minute daily lunch. Lunch shall be duty free.</p> <p>8-2-2 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-3 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Self-Directed Planning Time. For Elementary/ECE/K-8 Teachers: Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day. Classroom transitions shall not be considered part of the 300 minutes per week. The ten minutes before and after the bell will not be counted toward this time unless the teacher does not have students for the first or last period....</p> <p>8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel....</p> <p>8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel. 8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel...</p> <p>8-7 Non-Teaching Duties. The District agrees to make every effort to reduce nonteaching duties that do not best use a teacher's presence and skills, through the use of teacher aides.</p> <p>8-8 Lesson Plans. Teachers will maintain effective lesson plans related to the approved curriculum for use by the teacher in regular instruction and review by the administration, as well as specific, detailed lesson plans for use by substitute teachers.</p> <p>8-9 Classroom Interruptions. The District agrees that classroom interruptions diminish the time for instruction. The administrative staff and teachers shall make every effort to avoid unnecessary interruptions during instructional periods.</p> <p>8-10 Class Coverage. It is an administrative responsibility to cover all scheduled classes.</p> <p>8-11 Emergency School Closings. Defines school closing procedures.</p>	

	<p>8-12 Teacher-in-Charge. If a teacher is placed in charge of a building during the absence of the principal, and when the principal's absence will be one-half day or longer, the teacher will be relieved from either the office or classroom assignment.</p> <p>8-13 Transportation of Students. Teachers shall not be required to transport pupils to activities, which take place away from the school building.</p>	
<p>School's Replacement Policy</p>	<p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year may be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC/SAB annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC/SAB annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan. In addition, extended hours beyond 40 hours and compensation for additional days via a stipend will be determined by the principal in consultation with the CSC/SAB annually and approved by CSC/SAB.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p> <p>8-8 The School's teachers will be responsible for lesson plans for the length of any absence.</p>	
<p>School Proposal</p>	<p>Article 10: Performance Evaluation: Describes the Evaluation Process for Teachers</p>	<p>Leadership: Human Resource Management: Teacher Evaluation</p>
<p>Article Summary</p>	<p>CBA provisions regarding the teacher evaluation and performance improvement process.</p>	
<p>School's Replacement Policy</p>	<p>Teachers will be hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers. All teachers are hired on annual contracts.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p>	

	<p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal’s supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p>	

	<ul style="list-style-type: none"> 11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond. 	
Replacement Policy	If it is necessary to issue corrective action, the school will follow the district’s basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources: Teacher Licensure
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> Teachers verify consideration group... Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. Recommendation for non-renewal of probationary teachers. In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) Schools report vacancies. (Article 13-17) Vacancies are posted. Teachers apply to transfer for vacancies. (Article 13-18) Schools review qualified applicants’ applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) Assignment of unassigned non-probationary teachers. (Article 13-194) End of open market staffing cycle. 	
School’s Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p> <p>During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school’s replacement for the personnel committee.</p>	
School Proposal	Article 13-8 Personnel Committee	Educational Program: Calendar & Schedule
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p>	

	<p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>The principal, in consultation with the CSC/SAB, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC/SAB, will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School and Evening School	Teaching: Waiver Request Procedure
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC/SAB during the budgeting process.</p>	
		Educational Program: Calendar & Schedule

CBA Article/Section	Article 28 Extra Duty Compensation	Leadership: Human Resource Management: Teacher Evaluation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	As part of the budgeting process conducted each spring for the following school year, the principal, in consultation with the CSC/SAB, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. LEGACY OPTIONS leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan. In no event shall this determination be made later than March 15th for the following school year.	
CBA Article/Section	Article 7: Grievance Policy	Leadership: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	The school's replacement policy has been deleted. The school will adhere to Article 7 as written.	

WAIVER REQUESTS – COLORADO STATE STATUTES

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p> <p>All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.</p>	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC/SAB, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions</p>	

	the Principal in consultation with the CSC/SAB shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. School has the authority to determine the number of professional development days, days off, and late starts/early release days. In accordance with the innovation plan, the school's principal, in consultation with the CSC/SAB, shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher	

	conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <p>In accordance with the innovation plan, the principal, in consultation with the CSC/SAB, shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	<p>The School has the authority to create its own annual calendar to meet or exceed the minimum standards for the District and State.</p> <p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC/SAB will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. 	

	<ul style="list-style-type: none"> • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC/SAB. • Substantive interim changes must be approved by the Principal and District Staff. 	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC/SAB. • Substantive interim changes must be approved by the Principal and District Staff. 	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of</p>	

	the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school's principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	The DPS board grants autonomy to the principal, in consultation with the CSC/SAB, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2) , may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3) , or to a school in an innovation school zone, as defined in section 22-32.5-103 (4) .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All processes for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.	
School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	22-32-126. (1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary. (2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned. (3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision. (4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.	

	<p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
School's Replacement Policy	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The school's CSC/SAB in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC/SAB from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC/SAB and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC/SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception</p>	<p>Teaching: Human Resource Management: Hiring and Teacher Qualifications</p>
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the</p>	

	<p>necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	<p>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan. Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment</p>	

contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

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

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

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

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

(II) Repealed.

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

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

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the

state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

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

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

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

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

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to [section 22-63-302](#) or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in [section 22-9-106](#) as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in [section 22-9-](#)

	<p>106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>	
Replacement Policy	<p>All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>Teachers on annual contracts may be dismissed mid-year for cause.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p> <p>If an teacher on an annual contract intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates. Termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p>Teaching: Human Resources Management: Dismissals</p>
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary</p>	

	<p>teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<p>Teachers are hired on an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	<p>The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Teaching: Human Resource Management: Dismissals
Policy	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.	
Replacement Policy	All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. Annual contracts can be non-renewed at the end of the contract term for any reason. In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Teaching: Human Resource Management: Dismissals
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license,</p>	

certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to [section 22-60.5-107 \(2.5\)](#) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

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

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

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

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

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

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

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

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

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

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

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing

within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

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

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

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

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

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

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

	<p>(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.</p> <p>(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.</p> <p>(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>	
Replacement Policy	The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher's employment during the school year.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Teaching: Human Resource Management: Compensation
Policy	(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance	

	demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.	
Replacement Policy	The school will adopt a salary schedule that will meet or exceed the district's salary schedule. The School's Principal, in consultation with the CSC, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. Any additional compensation will be outlined in the School's annual compensation philosophy.	
School Proposal	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
School Proposal	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Payment of Salaries
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	LEGACY OPTIONS will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal in consultation with the CSC/SAB reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year and mandated additional time. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.	
School Proposal	22-33-102(1) Definition of "Academic Year"	Calendar
Policy	As used in this article, unless the context otherwise requires:	

	(1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.
School's Replacement Policy	"Academic year" refers to the year as it is established by the locally adopted academic calendar for the School. This definition will include both an identification of days and a typical daily schedule.