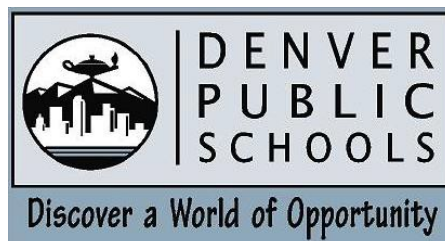


# Isabella Bird Community School Innovation Plan



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

**November 18, 2016**



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

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## TABLE OF CONTENTS

Overview of Innovations in this Plan .....	4
LETTER FROM SCHOOL LEADERS .....	6
EXECUTIVE SUMMARY.....	8
Section I. CULTURE .....	10
Section II. LEADERSHIP .....	18
Section III: EDUCATION PROGRAM.....	21
Section IV: TEACHING .....	30
Section V: GOVERNANCE & FINANCE .....	34
Section VI: WAIVERS .....	36

## Overview of Innovations in this Plan:

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

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

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

### Outcomes

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

School Performance Targets (Innovation Years 1-4) <sup>1</sup>						
	Expected PARCC (MGP) (Grades 4-5)	Expected PARCC % Proficient-Reading (Grades 3-5)	Expected PARCC % Proficient- Math (Grades 3-5)	Expected CMAS %Proficient - Science (Grades 3-5)	Expected Early Rdg Assmt % on grade level (Grades K-2)	Expected MGP WIDA-Access
15-16 Year	39.5	50	33.2	30	77	65
16-17 Year	44	62	50	37	80	65
17-18 Year	50	70	60	45	85	65
18-19 Year	56	80	70	52	85	65

### Budget

IBCS budgets based on actual salaries. The school has confirmed that all supplemental funding sources will be utilized to enhance the school model and will not be relied upon to sustain the

education program as identified in the innovation plan.

### **Support**

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

### **Succession Planning**

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

## LETTER FROM SCHOOL LEADERS

To the DPS School Board Members:

In 2013, Isabella Bird Community School began as a school rooted in innovation, compassion, academic success, global perspective, shared leadership, and service learning. Those foundational principles and other unique aspects allotted by our innovation status continue to guide the dedicated work of our passionate educators. Through the innovation renewal process, we've recommitted to the values and work that led to success in our school and identified adjustments to address our areas of growth.

Innovation status has provided us with opportunities that have supported the high quality work in our school. Budgeting on actuals has brought unique aspects of our school to life, namely Friday Exploratory offerings, world languages as a daily experience, para support in every classroom to enhance intervention, and increased library and technology opportunities.

Similarly, calendar flexibility has enhanced our unique program. It brought staff together before the start of the school year to learn and grow as a team, enhance skills to meet the needs of the whole child, and better prepare for a successful year. It has provided three days in both the fall and spring for deep, meaningful student-led conferences around student progress and work.

Additionally, the freedom alter the hiring timeline and utilize annual contracts has built a skilled and passionate staff poised to meet the needs of each student. Reworking our CSC and SLT models built a Council governing body that engages in the work and difficult decisions as a community, engaging stakeholders at all levels with an equal voice in the process. These waivers, among others, supported our school in meeting social, emotional, early literacy and equity goals.

While IBCS met these goals, there were challenges faced in our first few years that required adjustments to our program to build academic success. A rapidly accelerated growth model for the school increased our student body from 89 students in the first year to 550 students just over two years later. Unclear curriculum created gaps in content, skills, and practice between classrooms and among grades. Inconsistency in feedback and coaching for teaching staff continued to widen the gaps between grades and classes. These three factors played a large role in IBCS not meeting its academic goals, while social, emotional, and equity goals were met.

Last spring, our founding leadership members moved on from the school. In the midst of new leadership entering, a teacher leadership and collaboration model has been implemented. This has brought its own challenges in identifying what worked within the innovation implementation and what needed adjustment.

As we look forward, realigning our work to the mission and vision of our school, utilizing the flexibilities afforded by our innovation plan, and creating consistency and coherence in our educational plan will continue to build out our program as a school that excels academically, socially, and emotionally. We believe the waivers provided in our initial innovation plan continue to be necessary to implement our renewed focus and mission. We are adjusting our instruction by utilizing a standards-aligned curriculum and providing more support to teachers on how to augment and supplement curriculum through backwards design and long-term planning.

We are implementing more teacher leadership opportunities and providing increased observation and feedback to teachers. We are increasing integration of our Newcomer Program into our mainstream classrooms and identifying innovative practices to support their accelerated

learning. We are improving data culture and realigning Units of Inquiry and inquiry-based instruction to standards placing extra focus on building service learning opportunities to engage students in deepening their learning as they impact the greater global community.

Our goal is to develop an education plan that will provide students with skillsets to be successful and thrive in the world they will one day lead. Innovation status allows us to continue working toward that goal with the opportunity to implement new and unique approaches, engaging students in new styles of learning.

Thank you for your approval of our initial innovation status. We wholeheartedly believe in building a school that will transform the future of students. Your consideration of continuing our innovation status helps make that vision a reality.

On behalf of IBCS Leadership,

Brian Ricker  
Principal  
Isabella Bird Community School



*a "learning family"*

## EXECUTIVE SUMMARY

Name of School	<b><i>Isabella Bird Community School</i></b>
School Type	<b><i>Innovation School (Conversion)</i></b>
Grade Configuration	<b><i>ECE-5th grade</i></b>
Model or Focus	<b><i>An inclusive, relationship-based model with curricula grounded in best educational practice and differentiated to meet the diverse needs of our students. Project-based, inquiry-driven, learning is made accessible through key principles and practices found in other successful educational models.</i></b>
Region and/or Neighborhood	<b><i>NNE</i></b>
Primary Contact Person	<b><i>Brian Ricker- <a href="mailto:brian_ricker@dpsk12.org">brian_ricker@dpsk12.org</a></i></b>

### Enrollment:

GRADE	2016-17
ECE	53
K	104
1	96
2	89
3	86
4	46
5	53
Newcomers – Level 1	60
<b>Total # students</b>	<b>527</b>

### Student Demographics:

	FRL	SPED %	ELL %	Minority %
<b>Current Demographics</b>	22%%	7%	13%	43%



## **EXECUTIVE SUMMARY NARRATIVE**

### **I. Culture**

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

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

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

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

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

### **II. Leadership**

IBCS initially implemented a shared leadership model that includes three School Leaders. Isabella Bird has continued with a shared leadership model that also incorporates teacher leaders to enhance teacher voice in leadership and increase classroom development.

#### **Education Plan**

IBCS students attain academic excellence through high expectations coupled with high levels of support, acknowledging students’ personal abilities and growth areas. IBCS employs an integrated curriculum aligned with the Common Core State Standards, using DPS adopted curricular materials and supplemented by other evidence-based resources, including units of Inquiry. The curriculum is informed by and infused with principles and practices found in other successful educational models, which serve as the method for each and every child to meet and exceed the standards. We achieve the DPS mission by encouraging and inspiring the use of innovative teaching methods. As a result, our school embraces a vigorous, student-centered, constructivist, project-based approach to teaching and learning in which the core instructional practices of inquiry-driven learning and balanced literacy and math are enhanced by teachers’ broad range of effective instructional strategies.

IBCS is requesting curriculum waivers to support the development of an integrated curriculum that allows for differentiation and project-based, inquiry-driven learning.

#### **Teaching**

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

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

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

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

### **III. Governance & Finance Governance**

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

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

#### **Finance**

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

## **Section I. CULTURE**

### **A. Mission Statement**

**Mission:** Our mission at Isabella Bird Community School (IBCS) is to provide our diverse learners with a compassionate, intellectually stimulating, vigorous learning experience that ensures their

Isabella Bird Community School Innovation Plan

wellbeing, engagement, academic and personal success, and contribution as global citizens.

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

IBCS strives to ensure that *all* members of our diverse neighborhood and district are welcome and invited to be active participants in our school, creating a hub for community activity that genuinely reflects and embraces the ethnic, linguistic, and socioeconomic diversity of the larger Denver community. We respect and trust children to assume a leadership role in their learning, as well as the requisite responsibility that accompanies choice and freedom. With highly qualified teachers at all levels and opportunities for students to participate in interactive, vigorous learning experiences with students from all backgrounds, we prepare students to graduate with choices and to experience success in higher education while readying them to participate capably and happily as members of a diverse society. We teach toward the future, fostering the development of a more informed, compassionate, and unified global humanity. Understanding and appreciating themselves as learners and unique human beings is an important first step for students as are understanding and appreciating different cultures and people, diverse habitats, and ecosystems.

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

Through engaging questions and an inquiry-driven curriculum, students will be able to deeply explore their personal connection to the larger world and recognize that their future is inextricably tied to that of the rest of humanity and the biosphere. We know that empowering students through purposeful and personally meaningful project-based inquiry and service ignites minds and opens doors of interest and active involvement toward shaping a more socially just, environmentally sustainable, and spiritually fulfilled human presence in the world, and thus a more promising future for them and for the planet.

To achieve our mission and vision, we will focus on five guiding principles:

### **Compassion and Relationships**

Knowing that students are more likely to take the kinds of risks necessary for deep and sustained learning when they feel safe doing so, the heart of the school rests in building an inclusive community in which caring relationships are formed, and safety and trust are consciously developed. Teaching a language of compassion, demystifying differences and challenges, and teaching multiple intelligence and brain science ensures that students ultimately see themselves as learners and thus capable of excellence. When children feel safe they act on their natural desire to explore, learn, contribute to the wellbeing of others, become leaders, and excel.

### **Collaboration and Shared Leadership**

IBCS values collaboration between all members of the community—children and adults—believing in the power of shared leadership at all levels. When safe and trusted, students and families bring their voices into the process, thus strengthening the community. When children are guided in developing resilience, flexibility, and confidence, they are prepared to collaborate and to lead.

Isabella Bird Community School Innovation Plan

## **Meaningful and Inclusive Curricula**

It is important that the different curricula have relevance for students and that content is differentiated and made accessible in a variety of ways allowing all students to successfully and joyfully participate.

Students have multiple and varied experiences with subject matter including the arts, and they explore issues grounded in social justice, environmental sustainability and personal fulfillment. When children's learning directly applies to their lives they are more likely to own the information, retain and expand on it, and teach it to others.

## **Health and Wellness**

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

## **Service Learning and Global Citizenship**

Emphasis is placed on service learning and the development of global understanding and citizenship. When children participate in global service projects and learn other languages, it engages their interest in other cultures, develops deep understanding of different beliefs and values, and encourages their compassion for all human beings and for the environment.

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

## **THE 5 GUIDING PRINCIPLES IN ACTION**

### **Our ultimate goal: Academic and Personal Excellence**

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

#### **1. Compassion and Relationships**

*If you want others to be happy, practice compassion.*

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

Our future as individuals within a complex world is inextricably tied to that of the rest of humanity. Experiencing deep caring relationships is a basic need that all human beings share, and one that is inextricably tied to resilience, happiness, and ultimately to academic success<sup>1</sup>. Thus, it is our goal to help our students, and all members of the community, move toward a deeper level of interpersonal

understanding and love. By focusing unit planning and instructional attention on topics with global applications and significance, students gain an awareness and appreciation of their connection with other human beings. They replace ignorance, and the inaccurate assumptions, fear (and even the hatred that can grow out of it), with understanding, acceptance, appreciation and genuine affection. Thus, relationships formed and sustained through compassion and understanding are fundamental to our school program.

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

The Compassionate Communication or “Heart Talk” curriculum (available upon request) will be utilized as a tool to support relationships and communication skills. The Heart Talk curriculum focuses on empathy, taking the perspective of another and seeing the world from his or her experience. It utilizes classroom agreements, collaboratively developed by students and the teachers, and provides steps for problem solving for students and adults, alike. Communication Agreements (see Appendix J) are also made with students, staff, and parents. To support every student’s emerging autonomy, we provide regular opportunities embedded within the context of their daily learning to develop their self-regulatory and self-righting skills.

Studies have shown that positive teacher-student relationships support growth in language, conceptual knowledge, reading and math achievement, motivation, engagement, attention, positive behaviors, and social competence.<sup>2</sup> Teacher-student relationships are at the core of our relationship-based model.

In addition to fostering teacher-student relationships, we actively develop strong school-family relationships. We value and celebrate diversity in all its forms within the school community, and recognize that each student is an individual who brings a unique history, specific interests, stories, strengths, and challenges into the school setting.

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

#### Social Emotional Learning (SEL) Program

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

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

## **2. Collaboration and Shared Leadership**

We value collaboration and partnerships between all members of the IBCS community: teachers, students, families, and the larger community. The IBCS leadership and teaching framework is built

Isabella Bird Community School Innovation Plan

upon a belief that we are better together. Students assume a leadership role in their learning while also assuming the requisite responsibility that accompanies choice and freedom.

Collaborative leadership experiences include:

- **IBCS Council.**
- **Daily Classroom meetings** are held at the beginning and end of each day and provide a chance for student leadership in group planning, problem solving, support and celebration.
- **Weekly Classroom Community Meetings** focus on student reflection around what's going well, what's not going well, regrets, appreciations, and next steps in supporting each other.
- **Teacher-led, End of Week Closing Circle**
- **Student Performance:** At Isabella Bird Community School, we want to prepare our students through a variety of methods. We value performance and preparation. All students participate in a grade level production once a year. Teachers also build presentation skills in students throughout the year in smaller presentations.
- **Regularly-scheduled Family Events**
- **Adult Workshops** are offered to parents/guardians and community members to promote life- long learning.

### 3. Meaningful and Inclusive Curricula

Each day teachers model inclusion and unconditional respect and love. We structure learning to build on the knowledge, skills, and interests each student brings into the classroom with them, thereby supporting them in refining their understanding as they work towards mastery.

Students help shape their classroom and school culture and are instrumental contributors to the formation of school-wide and classroom behavioral and learning agreements.

### 4. Health and Wellness

We support physical activity, healthful nutrition, supportive sleep habits, and daily activities that foster the development of strong physical and emotional health. Our comprehensive health and wellness focus includes educational opportunities promoting the importance of physical fitness; nutrition and hydration; sleep and rest; and daily time for centering and solitude, fun, and creative activities. Every day starts with a healthy breakfast and movement to awaken and integrate the right and left hemispheres of the brain.

### 5. Service Learning and Global Citizenship

Recognizing that one of the greatest sources of joy for human beings is contributing to the well-being of others; opportunities to contribute are abundant in IBCS students' school lives. A learning life with purpose, along with opportunities to serve others, energizes and engages students in quality work. We promote student involvement in service learning projects with their class and grade level. Parents and families have service learning opportunities in group volunteer projects at the school and throughout the community.

### **Student Demographics**

A key component of our mission is to serve a student population that is socio-economically, culturally, and racially diverse. IBCS will work to attract students from across the Denver community,

providing them with an exceptional educational experience. The experience of working, learning and playing within a diverse community will better prepare students for active citizenship and participation in a global workforce.

## **B. School Culture & Student Engagement**

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

## **C. Student Discipline Policy**

IBCS has implemented the DPS Discipline Ladder and Discipline Matrix with modifications (see Appendix J).

### **A Safe, Organized and Caring Environment**

IBCS works with students annually to develop and articulate school- wide and classroom agreements and guidelines related to:

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

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

- All IBCS staff will receive professional development in Compassionate Communication, conflict resolution, peacemaking, restorative justice, and community building, since each contributes positively to classroom safety and to student engagement.
- All IBCS students are taught Compassionate Communication or “Heart Talk”, peacemaking, and conflict resolution skills and strategies at the beginning of every school year. All staff members introduce and model the Heart Talk process with students during the first 12 weeks of school and continue practicing and reinforcing it throughout the year. The Heart Talk process is taught during morning meetings within the context of content topics that encompass its principles,.

### **Classroom Community Meetings**

- Daily classroom meetings are a chance for planning, problem solving, and celebration.

### **Calming Spaces**

- All classrooms will include a calming space.
- Students will be taught how to use this space to calm and to help them effectively prepare to resolve conflicts.

Learning to solve problems with others is an essential skill. We believe that by building these skills in

Isabella Bird Community School Innovation Plan

students at an early age we will prepare them to become capable community members and leaders, and the incidence of challenging conflicts will be greatly diminished.

### **Behavior Management and Self-Regulation**

We strongly believe that students can and ought to play a part in creating the guidelines that govern their school and classroom communities. Doing so helps them own their decisions and encourage others to do the same. Being an integral part of creating community guidelines and behavioral norms facilitates a safe and productive school environment for everyone. IBCS utilizes the behavior ladder to identify accountability measures and works with students to identify how to resolve conflict and restore relationships

### **D. Student Recruitment & Enrollment Recruitment**

While Stapleton residents will have enrollment priority at IBCS, the school aims to enroll a student population that reflects the larger Denver community in line with our mission of bringing communities together to create true citizens of the 21st century. Our Newcomer Center, which does not prioritize Stapleton residents, will help IBCS advance our goal of creating a culturally, linguistically, and socioeconomically diverse school community. Furthermore, we utilize the following strategies to aid in recruitment:

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

**Follow-ups:** IBCS and parent leaders follow up with families and community members who have questions regarding the school.

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

### **Enrollment Process**

IBCS will participate in the DPS School Choice enrollment process. All students will have equal opportunity to apply.

### **Re-enrollment**

IBCS will work earnestly to ensure that all students re-enroll. IBCS will offer a highly student-centered, interactive academic program that will provide a unique and meaningful choice. We monitor student attendance, enrollment, and satisfaction on a regular basis. Our goal is to create a school where all students feel welcome and valued and continue to re-enroll through graduation from IBCS.

### **E. Student Investment & Satisfaction Student Attendance**

IBCS's goal for student attendance is 95%. Our goal as teachers and leaders is to do what we can to make students' school experiences compelling at the same time that we proactively engage parents in understanding the significant role regular attendance plays in their children's school success.

When a student does not maintain a 95% attendance rate, we schedule a meeting with the family to try to determine the reasons and to collaboratively arrive at a suitable plan of action. If attendance remains below expectations, we will bring in an attendance advocate from the district to help

Isabella Bird Community School Innovation Plan



communicate the legal gravity of absenteeism and to reaffirm the benefits of regular school attendance.

Appropriate school personnel will collect, monitor, and manage all student attendance data. The school leaders and teaching faculty will analyze the results and share them with our community. If IBCS does not meet its attendance goals, we will bring the issue to Council where discussion can lead to recommendations, including engaging additional parent support.

### **Student Satisfaction**

At IBCS, we strive to meet or exceed a 90% student satisfaction rate on the DPS student survey. We expect at least 90% of IBCS students to report feeling safe at school as evidenced from the District Whole Child Survey.

### **Student Engagement**

Student engagement strategies include:

- Teachers contact students and families prior to the start of the school year.
- Teachers conduct home visits for all new students prior to the start of the school year.
- Teachers arrange classroom visits for new or potential students.
- All-school picnic gathering for school families to meet and visit classrooms.
- Stagger ECE and primary grades start of the school year to help build stamina for school.
- School-wide and class-based activities to consciously build warm, trusting relationships between and among all community members and develop a culture of compassion.
- Organize and teach routines, practices, systems, and traditions for continuity and coherence of vision and assurance of outcomes
- Teach and review characteristics of effective learners as part of growing a culture of learning
- Introduce and review multiple intelligences, brain science, and individual differences and preferences to help engage all students as learners
- Teach and provide opportunities for students to practice Compassionate Communication or “Heart Talk”
- Arrange for frequent group and collaborative work for social learning
- Group and regroup students based on current points of need/logical next steps/readiness/interest
- Schedule inter-class “buddying” opportunities for social and academic development
- Exploratory classes—Friday afternoons will be dedicated to one or more classes of interest that offer deeper exploration of topics in the arts and/or sciences

### **Family and Community Resources**

The Family and Community Resource Center provides families with a variety of services and resources in addition to connecting them with outside agencies that deliver educational, legal, housing, and health and wellness assistance, among others.

The FCRC will help to connect families with continuing educational opportunities as well as medical and dental services. We know that students’ academic success and their likelihood of remaining in school through graduation is linked to family support and success. Continuing education for parents strengthens the family unit and the community while promoting health in children results in lower absenteeism thus supporting student brain development, engagement, interest, and success in learning.

### **F. Ongoing Parent/Guardian Involvement & Satisfaction School Accountability**

At IBCS, all parents/guardians are encouraged to participate in the governance of the school through Isabella Bird Community School Innovation Plan

Council.

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

- \* Outreach and family support
- \* Fundraising (pledge drives, events, activities, etc.)
- \* Relevant communications

Council may form other committees as needed to meet the evolving needs of the school.

The parent/guardian body at IBCS elects the parent Co-Chair and parent members of the Council Board. Any parent/guardian of an enrolled student may be nominated or may nominate her/himself for the position of Co-Chair or Council Board member.

### **Parent Satisfaction**

IBCS strives to reach or exceed 90% parent satisfaction on the DPS parent satisfaction survey. Additionally, IBCS conducts surveys to solicit parent feedback on topics deemed important to the school. We empower a continued feedback loop with our families by responding promptly to survey results. █

## **Section II. LEADERSHIP**

### **A. Leadership Team Personnel**

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

#### **School Leader Roles**

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

Essential responsibilities of this position include DPS expectation and additionally:

- upholding the school's vision, mission, and strategic goals
- fostering a culturally responsive and equitable school culture
- supporting collaborative processes
- providing teacher supervision and evaluation
- providing support and oversight to the Family Community Resource Center and university partnerships
- building capacity with teachers for high-quality, data-driven instruction
- ensuring academic success of all students
- promoting social/emotional wellbeing for all students and staff
- ensuring inclusion for all students
- supervising and evaluating custodial, office, Special Education, para-educators

- fostering strong District relationships
- encouraging strong parent engagement
- ensuring efficiency of facilities/operations
- carrying out transparent and effective budgeting
- overseeing grants/fundraising
- overseeing emergency/crisis planning & training
- effecting change
- professional growth opportunities for all staff members

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

Essential responsibilities of these positions include DPS expectations and additionally:

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

School leaders will have shared responsibilities in the following areas:

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

#### Teacher Leader Roles

In addition to school leaders, IBCS employs teacher leaders to support instruction enhancement and teacher development. These leaders assume instructional leadership roles to support student and teacher development. This program was developed in 2016 and our school has seen significant improvement with the support of these additional leaders. The Senior Team Leads also support in leadership conversations around school culture and instructional improvement as well as

observation and evaluation (LEAP) of teachers. Our commitment to teacher leadership also includes the roles of: New Teacher Ambassadors and Team Specialists, both positions receiving stipends through DPS.

### **IBCS Council**

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

### **B. Leadership Succession Plan**

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

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

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

### ***(Appendix G – Job Descriptions for all Leadership positions)***

### **C. Leadership Team Coaching & Evaluation**

Professional development for the school leaders is tied to our school goals and areas of focus. Leaders participate in DPS leadership training when it aligns with the school goals and priorities. Input from staff and from evaluators is solicited, and professional development is provided to support individual leadership development goals. Leaders participate in all school-based professional development for teachers and staff.

School leaders, on annual contracts as well, are evaluated on the LEAD framework. Inadequate performance through the LEAD framework will lead to consideration for non-renewal. Potential non-renewal will follow the DPS policy and process. Additionally, the IBCS hiring committee will review CollaboRATE and LEAD framework results for school leaders with the option of requesting consideration for non-renewal if school leaders are performing below 50% on all measures.

#### D. Evaluation of Teacher Leaders and Leadership

The School Leadership team has the authority to identify, prepare, and designate school administrators and teacher leaders to conduct staff evaluations. Administrators who evaluate professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the School Leader (Administration). The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.

Evaluation instruments for all non-licensed administrators and teacher leaders who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators and when necessary shall discuss with them procedure and form.

The school's School Leader (Administration) shall receive an annual evaluation by the Superintendent or his/her designee.

### Section III: EDUCATION PROGRAM

#### A. Curriculum

IBCS blends two foundational theories into the teaching and learning process: constructivism, which describes our focus on the learning process, and humanism, which describes our focus on the learner.

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

At Isabella Bird, We recognize that anything can be made interesting and comprehensible through compassionate, creative, thoughtful, and purposeful planning, teaching and assessment.

#### 1. Overview of Essential Elements to a Successful Educational Program

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

Humanism: At IBCS we emphasize the value, agency, and potential of all participants, both individually and collectively, beginning with students. We trust that with support our students will make choices grounded in kindness and inclusion that unite people and enrich our school culture. We value critical thinking, choice, and autonomy. \_

Relationship and Community Building: Students have opportunities to learn and to practice important skills in cooperation, Compassionate Communication, and shared respect for themselves and others in a positive and supportive environment.

Constructivist approach: New knowledge must be constructed from and layered upon existing  
Isabella Bird Community School Innovation Plan

knowledge, and students are essential participants in making their own meaningful connections with the curriculum. Thus, at IBCS, we use frequent and ongoing student assessment and reflection to guide next steps in learning.

Multiple Intelligences: The theory of multiple intelligences (MI) (Gardner, 1983) provides a strong and effective foundation for developing social and emotional learning and positive classroom climates. MI informed experiences allow students to see themselves as smart, develop a positive identity, and increase self-regulation skills.

Brain-compatible learning and practices:

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

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

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

Equity and Service Learning: Issues of social justice, equity, and service learning are woven into each part of students' school day. Service learning is an integral piece of the school's focus on equity and an essential part of the culture and educational program at IBCS. It is integrated into the broader curriculum through Units of Inquiry.

Low student-to-teacher ratio: At IBCS we recognize and value trained parents, volunteers, and interns as important participants in the teaching-learning process. In an effort to meet each child's needs and allow for a variety of small group instructional opportunities, IBCS partners with one or more alternative licensing schools and/or universities in order to grow and strengthen the IBCS volunteer program and allow a lower student to teacher ratio. Training to support parent volunteers is offered by grade levels, as well.

Diversity and Equity: Our curriculum includes learning experiences with international relevance with a particular focus on issues of social justice and environmental responsibility.

Environmental sustainability: IBCS units of inquiry and service learning projects provide opportunities for students to study and understand environmental sustainability. Students will additionally have first-hand experience with developing and maintaining the school and community gardens.

## **2. Curriculum Adoption and Implementation:**

Curriculum development will be carried out by school personnel, consistent with the school's  
Isabella Bird Community School Innovation Plan

Innovation Plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the IBCS Council.

IBCS will utilize textbooks and equivalent learning materials by course and grade level in each academic core area at a minimum as outlined in the Innovation Plan. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. The district will review the school's education plan every 3 years as part of the school's Innovation Plan review, in addition to the annual UIP review by the IBCS Council.

Textbooks and instructional materials will be selected by the school based on alignment to the CCSS and CAS and proven results with similar populations of students. The school will utilize DPS curricular resources in addition to purchasing and using non-adopted textbooks in core subject areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school's innovation plan. The district will review the school's education plan every 3 years as part of the school's Innovation status review, in addition to the annual UIP review by the IBCS Council.

### **3. Curriculum Design and Standards Alignment**

Our curriculum and instructional frameworks are shaped by our knowledge and beliefs regarding how people learn best and what is required to be an educated person in the 21st century. At IBCS we use the DPS standards-based core curricula, which include literacy, math, social studies and science. Additionally, we emphasize arts integration, technology, project-based learning, and curricular integration to deepen the scope of the Denver Public Schools curriculum. Accordingly, we supplement the DPS curricula with a collection of evidence-based learning materials and develop standards-aligned units sequenced to best leverage students' interests and abilities in a logical and thematic way.

IBCS teachers and School Leaders align grade level Colorado Academic and Common Core Standards to the units ensuring that all standards are taught during the course of the year. IBCS social studies and science units are designed through standards-aligned project-based integrated Units of Inquiry.

#### **K-5 Literacy and Math**

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

## **Interim Assessments**

In lieu of the DPS interim assessments we will utilize school-created interim assessments.

## **Report Cards**

IBCS will use the DPS report card.

## **Literacy**

The following framework will be used to support the implementation of the literacy curriculum:

### **IBCS Literacy Learning Framework—The Daily 5**

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

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

As students complete a variety of literacy tasks each day, teachers confer with small groups and/or individual students and focus on the development of effective reading and writing strategies while ensuring all children are working at an appropriate level of challenge. This framework allows students to maintain ownership of their learning and behavior. The explicit modeling, practice, reflection, and refining incorporated in the Daily 5 approach guarantee a strong foundation for meaningful content as well as the opportunity for teachers to provide individualized and differentiated instruction to each student. IBCS teachers will implement the principles and practices described in The Daily 5, The Daily Café, The Daily 5 in Kindergarten, The Daily 5 Alive, and Good Fit Books.

## **Mathematics**

IBCS will implement the Bridges curriculum and supplemental research-based resources in order to provide vigorous math learning and differentiation for all IBCS students. At IBCS, math is taught in discrete math classes. Along with discrete math instruction, math is integrated into Units of Inquiry. Teachers ensure that students develop procedural fluency calculating with accuracy and efficiency. We place equally strong focus on problem solving skills and critical thinking within real world contexts.

## **Integrated Science and Social Studies**

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



supplement them with additional resources through the process described above.

### **The Arts (Music, Performance, and Visual Arts)**

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

### **Physical Education and Wellness**

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

In addition to the SPARK and SMART programs, IBCS has integrated Mindful Movement into the daily routine. Our physical education teacher collaborates with other teachers to ensure that health and physical education learning is incorporated across curricular areas including within our project-based activities.

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

Each service-learning project will be designed to achieve specific standards across disciplines. Suitable curricular materials and resources from the core content areas will be identified and integrated into each service-learning project. While the act of community service will try to address specific needs in the community, the students will concurrently learn academic skills as part of their service projects.

**Spanish/World Languages: In alignment to our commitment to producing global citizens, IBCS provides regular foreign language instruction to each student. Currently, Izzi B students receive Spanish instruction. This language was chosen by our community based on city demographics and interest.**

Sheltered instruction for ELL students, informed by the SIOP/SDAIE model, will be provided both during regular literacy instructional times as well as during ELD support times, ELL students receive English Language Development (ELD) which includes differentiated and sheltered instruction.

### **Cultural Relevancy**

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

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. IBCS will utilize Culturally Responsive Teaching (CRT).

### **Scope and Sequence**

IBCS utilizes the DPS scope and sequence, modifying where it best aligns to Units of Inquiry cycles. IBCS teachers will review the scope and sequence implemented the previous year during IBCS Summer Institute, modifying them where appropriate to best meet students' needs in mastering the CCSS.

### **Grade Level Teaming Families**

IBCS will implement Teaming Families that include all teachers ECE – 5<sup>th</sup>. ECE-K, first-second, and third-fourth, and fifth grade teachers will form Teams. Teachers will meet weekly in teams for data conversations, monthly for vertical team planning, and as needed on a weekly basis for grade level planning.

### **Whole Child Tenets**

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

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

## **B. School Schedule & Calendar**

The IBCS calendar and schedule reflect our philosophy and values and will:

### Focus on the quality as well as the quantity of instruction

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

### Commitment to weekly grade level teacher-team meetings

Because we know that a common meeting time for teachers is an essential part of team success, we ensure weekly grade level meetings into each week's schedule. Teacher teams meet for one hour over the course of each week and for additional time in vertical team meetings and data team meetings. Teacher team meetings will be focused on content and pedagogy, discussing individual students, student growth, and data.

### Allow more professional development time

IBCS values ongoing professional development for teachers recognizing the importance of continuous learning and growth.

### Focus on integrated, project-based learning

An integral component of the IBCS curriculum includes the daily study of units of inquiry, a learning module devoted to integrated studies.

### Allow more instructional time

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

### **Calendar**

IBCS Council discusses and considers the viability of innovations to the school calendar concurrently with the budgeting process each spring. We elect to determine our school year, separate from the DPS school calendar. We will ensure that our school calendar meets state statute on number of days for students. The IBCS Council adopts the school calendar and schedule through a concordant decision-making process. Our goal is to limit deviations from the DPS calendar.

### **C. Progress Monitoring and Assessment Assessments**

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

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

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

**Formative Assessments:** Teachers plan for and choose formative assessments in their lesson plans and conduct ongoing checks for content understanding. Students are taught how to use assessment feedback using school created rubrics to increase their own learning. Teachers also create short cycle assessments that measure student mastery of Common Core State Standards and Colorado Academic Standards in alignment with the school's curriculum.

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

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

**Assessments:** IBCS implements all state mandated assessments and any assessments required by the District SPF. IBCS students take all standardized tests required by the state and will participate in the Colorado State Testing Program beginning in 3<sup>rd</sup> grade. These include PARCC/CMAS, WIDA-ACCESS, iStation, Illuminate Math and Literacy Interims.

**Portfolios:** Teachers (guided by school leaders) work with students to assemble their individual learning portfolios that will be used as a part of assessment. The portfolios are qualitative summative assessment that includes the student's reflections and assessment of their overall

growth and mastery for the year. Portfolios include comparative work samples throughout the year, assessment data, rubrics across content, performance reflections, and artwork. Students present their portfolios to their families and the school community at the end of the school year.

### **Administering the Assessments & Collecting and Analyzing the Data**

School leaders are responsible for coordinating the administration of assessments. Teachers, with the support of their para-educator/interns, have primary responsibility for administering and scoring their class assessments. Teachers are responsible for analyzing their classroom and individual student assessments on a daily basis during the first half-hour of the school day. The school leaders are also responsible for analyzing school-wide results, storing data, and identifying the trends across classrooms that suggest school-wide professional development or targeted coaching for individual teachers as needed.

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

In order to meet or exceed district expectations for the School Performance Framework, IBCS outlines goals and major improvement strategies each year in accordance with state UIP requirements.

### **Corrective Actions**

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

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

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

### **Promotion & Retention Policies:**

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

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

## **E. English Language Learners**

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

2012 Consent Decree.

#### Identification and Assessment

IBCS follows the DPS guidelines and process for identification and assessment of ELL students. IBCS has adopted the DPS ELA curriculum for our ESL program. For the 16-17 school year, this is EL Achieve. The school's ESL teacher also contributes and develops additional resources including the use of GLAD strategies. Our goal is to meet the language needs of each English Language Learner on our campus using diverse materials and methods.

At IBCS, we are committed to providing the highest quality education and language services to our ELL students. Currently, there are two Newcomer classrooms dedicated to supporting Levels 1-4 ELA students. Students demonstrating proficiency on WIDA/Access receive services fully integrated in general education classrooms with progress monitoring. Newcomer students also integrate with native English-speaking peers for specials (e.g., art, music, and P.E.) as well as recess/outdoor time and lunch to promote social language development.

#### Instructional Methodologies Used at IBCS

All teachers at IBCS receive professional development around serving the ELL population and the cultural needs of our diverse learners. As a community, we dedicate time and commit our passion to serving all students effectively.

All ELA teachers will be endorsed in ELA-E and hiring priority will be given to candidates holding CLD (Culturally and Linguistically Diverse) endorsements. In addition, teachers are trained to use the Colorado Accommodations Guide for English Learners. Teachers will be evaluated annually on their implementation and delivery of ELA program services through the use of the LEAP and IBCS Observation Protocols, feedback/coaching sessions, student achievement data, and the Student Perception Survey.

#### Exiting and Re-designation

Students at IBCS will be assessed through WIDA-Access, PARCC (3<sup>rd</sup>-5<sup>th</sup>), iStation, and CMAS to determine progress and readiness to exit the ELL program. The ISA team will exit students when they have successfully completed Level 5. The ISA Team will monitor exited student progress in alignment with DPS guidelines and the 2012 Consent Decree and provide appropriate support.

#### Newcomer Center Program

Both DPS and IBCS share the goal of successfully serving students who are new to this country, may have little or interrupted formal schooling, and who are learning English in a school setting. The Newcomer Center at IBCS is an integral piece of our ELA program. The IBCS Leadership Team works closely with the DPS ELA Department, and the Choice/Enrollment department to develop DPS Newcomer Center guidelines and growth areas. DPS Transportation will work with IBCS to ensure access to transportation for all students in our Newcomer Center. Newcomer students will not ride on the bus for a longer average time than our typical Stapleton students. The ELA Department will also supplement our IBCS Budget to ensure the stability of our Newcomer Center, including, but not limited to: FTEs for teachers, paras, health tech, and mental health.

### E. Special Education

#### Identification

IBCS welcomes all students including students with disabilities. All children have access to IBCS; no

student shall be denied admission, nor counseled out of IBCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

IBCS strives to find the optimal learning environment for all students on the Least Restrictive Environment Continuum. We aim for every child to be fully integrated into the classroom while recognizing circumstances that preclude this from happening. The student's IEP determines the most appropriate setting, accommodations, and assistance.

IBCS complies with federal law, which requires all schools to have a process for identifying and evaluating students who are in need of special education and related services. IBCS will refer a pupil to Special Education only after the resources of the regular education program have been considered and, where appropriate, utilized.

#### General Education and Special Education Collaboration

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

#### Monitoring Progress of Students with IEPs

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

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

#### Professional Development

IBCS provides training on various Special Education topics to all teachers during the IBCS Summer Institute. Specifically, teachers receive training to understand the process for identifying and referring students including the role of the MTSS. Additionally, professional development on various Special Education topics is provided throughout the year to all teachers.

### **F. Academic Intervention & Acceleration**

At IBCS, every student receives highly engaging, research-based instruction. In the event that a student is in need of intervention and added supports, our MTSS process provides a route to achieve this. Our MTSS team is comprised of the school leaders, Special Education coordinator, grade level teachers, additional staff members as appropriate, and the child's parent or guardian. The goal of MTSS is to identify learning needs & design intervention plan for academic & social success.

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

## **G. Gifted and Talented Students**

Gifted and talented students are an at risk population. IBCS has made a commitment toward serving the needs of gifted and talented learners, as evidenced by GT Specialist support at every grade level. IBCS recognizes that GT students are at risk due to their unique learning profile.

We offer differentiated instruction for all students, not just those identified as gifted and advanced. However, gifted and talented students often require additional modification to their academic programming. At IBCS, we employ a myriad of service delivery options to meet the needs of gifted and talented students. These include pull-out support, push-in, co-teaching, modeling, curriculum extension, mentoring, grouping strategies, curriculum compacting, grade level and subject level acceleration. The Gifted and Talented (GT) teacher provides targeted supports and professional development to the school staff. The GT teacher oversees the GT identification process and utilizes the DPS Gifted Identification Guidelines in accordance with CDE regulations. All students formally identified for Gifted and Talented services will receive Advanced Learning Plans (ALPs). Students that do not meet the CDE regulatory threshold for formal GT identification but demonstrate characteristics of giftedness and have one data point in their body of evidence may be placed in a talent pool, receive GT services, and have this formally documented to support identification efforts.

### **Strategies, Programs, Personnel, and Resources**

IBCS meets the needs of gifted and advanced students through a differentiated curriculum that combines aspects of enrichment and acceleration. Units of inquiry provide an opportunity for in depth exploration of topics in a way that adheres to a gifted learners need for depth and complexity in their learning. IBCS also believes in cluster grouping students as a research based strategy to attend to both the academic and social and emotional needs of gifted learners. Research is clear that gifted students benefit from time with their intellectual peers. IBCS believes in clustering GT students together for some of their academic instruction as a means of attending to their academic and affective needs. Services for gifted and talented students are driven by goals set forth and instructional strategies outlined in their individuated advanced learning plans. IBCS will employ at least 1.0 FTE of GT support.

## **H. Supplemental Programming**

IBCS offers a variety of supplemental programs to support student engagement and joy-filled educational experiences. IBCS parents, community members, Family and Community Resource (FCRC) personnel, Discovery Link staff, and school staff facilitate these programs. These offerings may include enrichment classes, before-and-after-school childcare, summer school, service learning, tutoring, adult education, and school-wide celebrations.

## **Section IV: TEACHING**

### **A. Teacher Recruitment, Hiring, & Retention**

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

At IBCS, teachers are hired on annual contracts. Hiring, developing, sustaining and retaining high-quality teachers who are aligned with our school's mission, vision, and Five Guiding Principles is essential to our ultimate success. With that in mind, all teachers at IBCS are highly qualified using state and DPS guidelines. Priority is given to teachers who speak multiple languages, have Special

Education or CLD endorsement, have experience with curriculum development, and have experience working with diverse populations.

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

- Build strong relationships with students
- Practice culturally responsive pedagogy
- Focus on students first
- Are able to build strong relationships with parents, peers, and community members
- Are knowledgeable, skilled, and passionate about the content they teach
- Focus on learning goals and performance goals
- Measure achievement, analyze data, and determine next steps for learning
- Work with students to develop a love of learning
- Are lifelong learners
- Understand core standards and integrate them across subject areas
- Deliver standards-based curriculum and use progress monitoring strategies
- Use a variety of instructional techniques to meet the needs of diverse learners
- Bring relevance to the curriculum and learning
- Ensure that character education/nurturing a child's spirit is an essential part of learning
- Have high expectations of themselves and their students
- Commit to do whatever it takes to ensure the success of all students
- Are willing to work an extended day and year
- Have the desire and ability to work as a team
- Demonstrate strong communication and interpersonal skills
- Are open to feedback and willing to coach peers
- Commit to creating a joy-filled, caring, and meaningful learning experience
- Have the ability to interpret and apply assessment data to daily instruction
- Possess skill in working collaboratively with teachers, families, and the larger community
- Embody adaptability and perseverance as a learner
- Possess cultural intelligence and awareness, and a capacity to build and maintain supportive relationships with and between all members of a diverse school population
- Have a strong capacity to contribute both within and outside of the team teaching loop
- Possess a sense of humor

All ECE teachers will be endorsed in Early Childhood Education (ages 3 – 8).

### **The IBCS Hiring Process**

1. Candidates submit their resume, a letter of interest, and a written response to the prompt, "Why I Want to Work at Isabella Bird Community School".
2. Submissions are screened by the School Leaders.
3. The Hiring Team is assembled and includes School Leaders, a representative from the teaching team, at least one parent Council Board member, and additional parents in order to balance parent-staff numbers.
4. School Leaders and teachers host an Informational Meeting for all interested candidates.
5. The Hiring Team conducts first round interviews and selects candidates to observe.
6. The Hiring Team observes candidates teaching 30-minute lessons of similar content.



7. The Hiring Team interviews selected candidates for second round interviews.
8. School Leaders check references using the DPS protocol.
9. The Hiring Team decides by concordance which candidate(s) to hire.
10. In the event of a “tie” between two candidates, candidates are asked to analyze a teaching video and present their analysis and coaching suggestions to the Hiring Team, which breaks the tie by concordance.

This hiring process may be adjusted by the SLT as needed, while providing a fair and accurate hiring opportunity for all candidates. IBCS expects all staff to possess or be willing to cultivate strong cultural competencies. Our view of having cultural competence is the ability to interact effectively with people of different cultures and socio-economic backgrounds.

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

- **Effective leadership:** We believe in the importance of providing strong and effective leadership.
  - **Ongoing professional development:** IBCS provides teachers with sufficient opportunities for high quality and relevant professional development.
  - **An environment of collaboration:** Together we work to plan units, solicit feedback on lessons, and share instructional techniques. We also celebrate successes and make our way through challenges while encouraging each other to grow as teachers and leaders.
  - **Maintaining approximately a 25:1 student to teacher ratio,** with para-educator/intern and trained parent volunteers, will permit teachers to differentiate and fully know each student.
  - **Cultivating a safe, professional work environment:** IBCS promotes a compassionate school culture that is relationship-based, supportive, and inclusive of everyone.
  - **Offering opportunities for teachers to assume increasing amounts of responsibility in leadership.**

We are proactive in ensuring the satisfaction of our teachers and work to resolve any issues prior to escalation. Furthermore, IBCS conducts a teacher survey on an annual basis to provide teachers with an opportunity to indicate job satisfaction. School Leaders will utilize the results to make adjustments as necessary.

#### **Teacher contracts:**

Isabella Bird Community School shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the school’s Innovation Plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; offer annual contracts to employees; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters, using a template approved by District staff, to newly hired teachers. IBCS will offer annual contracts to all employees. The district HR office will work with IBCS to ensure staff contracts are consistent with the approved Innovation Plan.

#### **B. Teacher Coaching and Support**

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

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

Data Study: Through the analysis of student performance data, teacher teams analyze the effectiveness of instruction and adjust instruction and professional development plans as needed.

Faculty Professional Development: Faculty members collaborate during regularly scheduled professional development sessions.

### **C. Teacher Evaluation**

IBCS employs the DPS Leading Effectiveness Academic Practice Framework (LEAP), classroom observation protocols and feedback instruments. The IBCS teacher evaluation system will meet or exceed the requirements of the Educator Effectiveness Act (SB10-191).

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

IBCS teachers meet annually, in February or March, with school leaders for a performance review. If there are performance concerns, teachers will be placed on a performance plan, in accordance with DPS policy. Severed employment decisions as a result of the performance plan process will be made by the School Leader – Administration.

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

### **D. Professional Development**

IBCS's academic model requires expert teachers and high quality teaching. Our approach to curriculum and instruction requires significant time for teacher collaboration and growth. Because of this, professional development is a key component of the school's design

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

Through professional development, teachers develop:

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

**Schools Visits/Teacher Institutes:** Throughout the year, our faculty will be provided opportunities to visit exemplar schools and attend teacher-training workshops. We will form partnerships with local schools to allow resource sharing, teacher mentoring, and collaboration and discussion of best

practices. School leaders will support teachers in selecting options that best meet their needs.

### **Professional Development Evaluation**

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

The IBCS Leadership Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. All of the school's professional development shall be approved by the IBCS Leadership Team. IBCS retains the option to participate or not participate in any professional development programs offered by the district. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.

### **E. Pedagogy**

At IBCS, we believe that students learn best when they make connections between the curriculum and their diverse interests and experiences and that the greatest learning takes place when students are nudged slightly beyond the point where they can work without assistance.

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

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

**F. Developing support staff positions and hiring teacher support roles**

IBCS will use support staff positions that have been identified by the Board, when applicable. When additional or unique support staff roles are needed to effectively implement the Innovation Plan, IBCS will establish new positions and create job descriptions for these roles. The IBCS Leadership Team will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school may create, revise, or remove any unique job descriptions necessary to implement the school's Innovation Plan

## **Section V: GOVERNANCE & FINANCE**

**A. School Governance**

IBCS is governed by Council and Council Board with ultimate accountability to the DPS Board of Education via the Innovation Plan. Council combines the functions of a School Leadership Team and Collaborative School Committee in one governance body. Council has the following charges at the monthly meetings: help develop and approve the Unified Plan (UIP), approve the school budget, approve the fundraising budget, provide budget oversight, and approve the yearly calendar. The IBCS faculty is responsible for making decisions regarding the educational program and school culture. Monthly meetings of the Council are open to anyone who wishes to attend. Council Board members are expected to attend each meeting. Faculty are required to attend meetings in accordance with staff agreements made each year.

The Council Board is co-chaired by a school leader and an elected parent. Co-chairs plan the yearly meeting schedule and agendas and co-facilitate the meetings. The Council Board is an advisory body. It will be comprised of: an elected parent Co-Chair, three additional elected parents, the School Leader (Administration), another school leader, and two teachers. Any teacher may be nominated, or may nominate him/herself, for the position. Teachers may serve unlimited consecutive two-year terms. At least one Council Board parent and the School Leaders will participate on the Hiring Team. If there are grievances brought against the school, the Council Board is the body that will hear them. Meeting minutes will be taken, posted on the school's website, and sent out to the community within a week of the meeting. Co-chairs can call "special session" meetings if additional meetings are needed.

In order to include all voices, and empower all school members, the Council will function using a concordant decision-making model (all members indicating agreement with or willingness to support a particular decision). Concordance will be sought in all school decisions.

**B. Budget & Policy Narrative**

**Budget**

IBCS will budget staff salaries on actuals rather than averages and use the cost savings to provide additional professional development and support to teachers. The IBCS Budget will be approved annually by our Council.

IBCS will select central services from the menu of district provided services and professional development based on alignment with the school's vision, mission, and educational program model. Fundraising needs will be determined annually together with Council. Grants will be sought to increase the depth and breadth of curricular materials and project-based learning experiences to be provided to students.

## Section VI: WAIVERS

### Isabella Bird Community School Request for Innovation Status November 2016 Waivers Requests and Replacement Policies DPS, DCTA, and Colorado State Statutes

#### A. District Policy Waivers

	Policy Waived	Area of Impact
DPS Policy Waivers		
School Proposal	BDF-R4 Collaborative School Committees	School Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> <li>- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> <li>- work collaboratively with the school community that includes the principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;</li> <li>- focus on the SIP as its primary responsibility at the school;</li> <li>- use Multiple Measures and align resources to support the SIP and the school's program design;</li> <li>- provide guidance, evaluation and approval for the SIP;</li> <li>- provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design;</li> <li>- act as the School Improvement and Accountability Council (SIAC) for the building;</li> <li>- establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;</li> <li>- 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;</li> <li>- participate in the principal's selection process by interviewing candidates and recommending candidates to the superintendent;</li> <li>- participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;</li> <li>- review, and when appropriate, approve discipline and safety procedures;</li> <li>- review, and when appropriate, revise the school calendar and/or schedule;</li> </ul>	

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

School Proposal	IC/ICA: School Year/School Calendar	Calendar and Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law.</p> <p>The district calendar for the next school year shall be prepared and presented to the Board for approval in the spring of each year. The Board authorizes the administration in each school building to issue a school calendar based on the district calendar and in accordance with the required number of days (hours) adopted by the Board.</p> <p>All calendars shall include the dates for all staff in-service programs scheduled for the coming school year. The district shall allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.</p> <p>A copy of the calendar shall be provided to all parents/guardians of students enrolled in district schools Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p>	
Replacement Policy	<p>No later than 60 days before the end of the school year, the IBCS Council will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school's innovation plan. The district will review the school's education plan every 3 years as part of the school's Innovation status review, in addition to the annual UIP review by the IBCS Council. upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>	

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



	<p>appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases.</p> <p>All applicants for probationary appointments shall be interviewed by the executive director for personnel services or his representative.</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>
Replacement Policy	<p>IBCS will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar. IBCS will work with the district HR office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the School Leader (Administration) for selection using locally-designed processes.</p> <p>IBCS will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The IBCS School Leadership Team will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p> <p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate but all core content and legally required teaching positions shall be Highly Qualified Teachers. Background checks will be administered using the existing systems and processes for the district.</p>
School Proposal	GBEBA: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)
Policy	<p>Certificated staff must exercise good judgment in their choice of professional appearance for work or work-related activities by always appearing in a manner:</p> <ul style="list-style-type: none"> <li>* that is appropriate to the situation,</li> <li>* that will invoke a positive impression from the community,</li> <li>* that provides appropriate role modeling for students,</li> <li>* that promotes a working and learning environment that is free from unnecessary disruption, and</li> <li>* that is conducive to high student and staff performance.</li> </ul>
Replacement Policy	<p>Appropriate professional appearance reinforces a shared- vision of the school but, at Isabella Bird, we recognize that educational experiences often require teachers to adjust their dress. Therefore, all staf must exercise appropriate judgment in their choice of professional appearance for work or work-relat activities by always appearing in a manner:</p> <ul style="list-style-type: none"> <li>• that is appropriate to the situation</li> <li>• that promotes ideals of respecting others, respecting self and respecting the environment</li> <li>• that demonstrates a readiness to work in all of the school's environments</li> <li>• that promotes a working and learning environment that is free from unnecessary disruption, and</li> <li>• that is conducive to high student and staff performance.</li> </ul>

School Proposal	IJHield Trips / JJH-R: Field Trips (Guidelines for Extended Excursions)
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>
Replacement Policy	<p>Isabella Bird will follow the district field trip policies and procedures with two exceptions: The school will design field trips that match our curriculum and therefore may be outside of the district catalog. In such situations, IBCS will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips. Second, if a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.</p>

## B. State Statute & Rules Waivers

Colorado State Statute Waivers		
School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>IBCS will implement the district licensed personnel evaluation system (LEAP) with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.</p> <p>Evaluation of educators will be the responsibility of the School Leaders. Each teacher will be assigned 2 evaluators from the School Leadership Team. Evaluators of school personnel will receive CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The School Leader (Administration) will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The School Leader (Administration) will be responsible for evaluations</p>	

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

	DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	In accordance with the Innovation Plan, IBCS Council shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	No later than 60 days before the end of the school year, the IBCS Council, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and daily schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	In accordance with the innovation plan, IBCS will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes IBCS to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the Innovation Plan. All substantial material changes to the district educational program must be	

	communicated to the district office of the CAO for review.	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;	
Replacement Policy	In accordance with the Innovation Plan, IBCS will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to IBCS the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's Innovation Plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	In accordance with the Innovation Plan, the School Leader (Administration) in consultation with the district evaluator shall jointly determine the required training or development of the School Leader (Administration). The School Leader (Administration) will not be required to participate in district training not related to the Innovation Plan unless those trainings are agreed upon by the School Leader (Administration) and district evaluator as part of the School Leader's (Administration) professional development plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, non-licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	The DPS board grants autonomy to the IBCS Council Board to make staffing decisions consistent with waivers for district policy GCF/GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).	

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



	<p>that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</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 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.</p> <p>(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:</p> <p>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</p> <p>(II) One-twelfth of the annual salary specified in the employment contract.</p> <p>(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.</p> <p>(II) Repealed.</p> <p>(III) (A) Any active non-probationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the non-probationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a non-probationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the non-</p>
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probationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the non-probationary teacher, the school district shall immediately provide the non-probationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the non-probationary teacher to the school district. When a principal recommends appointment of a non-probationary teacher applicant to a vacant position, the non-probationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the reviser of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

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

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

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

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

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

	<p>to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and non-probationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>Replacement Policy</p>	<p>IBCS staff members will be on annual contracts. The annual contract expires at the end of the contract year. Contract offers will occur in January/February each year for current staff.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the School Leader (Administration).</p> <p>If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The School Leader (Administration) has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in DPS policy GDQD and GDQD-R. IBCS will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Human Resources Management: Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted non-probationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	IBCS teachers will be on annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	Human Resource Management: Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or non-membership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p>	

	<p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	IBCS may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	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	<p>All teachers will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any reason, including, but not limited to: performance, evaluation data, professionalism, and program changes.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Human Resource Management: Dismissals
Policy	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p>	

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

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

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

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

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

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

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

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

	<p>seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.</p> <p>(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.</p> <p>(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.</p> <p>(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>
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	<p>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.</p> <p>(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.</p> <p>(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.</p> <p>(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> <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 non-prevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the non-prevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the non-prevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</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</p>
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	<p>board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the non-prevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the non-prevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the non-prevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
	<p>IBCS teachers will be hired on annual contracts.</p> <p>Teacher mid-year dismissal shall be for cause consistent with the process outlined in DPS Policy GDQD and regulation GDQD-R.</p> <p>1.</p>



School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Policy	(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	IBCS will adopt a salary schedule that will meet or exceed the district's salary schedule. The School Leaders reserve the right to develop a supplemental compensation system separate from the district policies to reimburse employees for experience or extra duty pay as it may arise for activities that may include, but not necessarily be limited to additional time, additional responsibilities, coaching, tutoring, external professional development or for performance incentive pay.	
School Proposal	22-63-402. Services - disbursements	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	IBCS may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. All necessary teachers according to ESEA and the District waiver will be highly qualified. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the Innovation Plan.	
School Proposal	<b>22-7-1207:Advancement – decision – parental involvement</b>	<b>Promotion, Retention and Acceleration of Students</b>
Policy	(1) Within 45 days before the end of the school year prior to the student's fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student's parent the written notice... (a) except for students with disabilities substantially impacting their progress developing reading	

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

### C. Collective Bargaining Agreement Waivers

DCTA CBA Waivers		
School Proposal	Article 1-7: Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by IBCS. This definition will include both an identification of days and a typical daily schedule. In no case shall the calendar or schedule violate the rights provided to teachers in the replacement policy for DCTA Article 8.	
School Proposal	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Policy	<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 Leadership Team to the Board of Education with documented support from teachers through an amendment or revision of the Innovation Plan.	
School Proposal	Article 5-4: School Leadership Team	Management
Policy	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The SLT will meet regularly.</p> <p>Their responsibilities shall include:</p>	

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

	g. Perform additional duties as outlined in Article 8.	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Calendar & Schedule
Policy	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the</p>	

	<p>student contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>	
Replacement Policy	<p>SLT: See replacement policy for Article 5-4.</p> <p>8-1-Contract Year: The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers will be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the IBCS Council annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The School Leaders shall have authority to permit teachers to diverge from the regular school day. Evening meetings will be scheduled, as necessary, to implement the innovation plan. In accordance with the Innovation Plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional 100 minutes of directed common planning time.</p> <p>8-7: IBCS teachers will be assigned non-teaching duties, as necessary, to implement the Innovation Plan with the intent being to maximize the time that the most effective teachers spend teaching students. In addition the school calendar will not exceed 200 days without being considered a revision of the Innovation Plan, requiring full staff approval.</p>	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 “Evaluator” means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the</p>	

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



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



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

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

<p style="text-align: center;">School's Replacement Policy</p>	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</p> <p>Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.</p> <p>7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.</p> <p>7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the School Leader (Administration) or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The School Leader (Administration) shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the School Leader</p>
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	<p>(Administration) response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.</p> <p>7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and School Leader (Administration) to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.</p>	
<b>School Proposal</b>	<b>Article 5-4: School Leadership Team</b>	<b>Management</b>
<b>Policy</b>	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</p> <p>Their responsibilities shall include: a. Collaborate in the development of the School Improvement Plans; b. Review and collaborate on the design of and schedule for the professional development c. Review and collaborate on the implementation of the District's instructional program ...including prioritizing and sequencing activities within the work week;...f. Collaborate to implement best instructional practices</p>	
<b>School's Replacement Policy</b>	<p>Teachers will be active participants in the management of the school through the school Council as it is outlined in the replacement policy for district regulation BDF-R4.</p>	

## Appendix G: Job Descriptions for all Leadership Team Positions

### JOB DESCRIPTION: School Leader (Education)

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

#### **Job Purpose**

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

#### **Job Qualifications & Responsibilities Include:**

##### **Qualifications:**

- A current valid State of Colorado Teacher License
- At least 2 years of school leadership and/or teacher leadership experience
- At least 10 years of classroom teaching experience

##### **Responsibilities:**

- upholding the school's vision, mission, and strategic goals
- helping to build a culturally responsive and equitable school culture
- implementing collaborative processes
- collaborative teacher supervision, coaching, evaluation
- building capacity with teachers for high-quality, data-driven instruction
- overseeing student assessment planning and training
- curriculum development and over-site
- division of teacher duties
- monitoring student learning & wellness; ensuring academic & personal success for all
- overseeing on-going communication with the families and parent/guardian involvement
- ensuring academic success of all students
- social/emotional well being for all students and staff
- supporting inclusion
- strong District relationships
- strong parent engagement
- emergency/crisis planning & training
- effective change
- professional development
- scheduling
- the safety and welfare of the pupils
- strong communication and inter-personal skills

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

**JOB DESCRIPTION: School Leader (Lead Teacher)**

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

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

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

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

**JOB DESCRIPTION: School Leader (Administration)**

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

**Job Purpose**

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

**Job Qualifications & Responsibilities Include:****Qualifications:**

- A current valid State of Colorado Principal License
- At least 5 years of school leadership and/or teacher leadership experience
- At least 5 years of classroom teaching experience

**Responsibilities:**

- upholding the school's vision, mission, and strategic goals
- helping to build a culturally responsive and equitable school culture
- implementing collaborative processes
- teacher supervision and evaluation
- building capacity with teachers for high-quality, data-driven instruction
- ensuring academic success of all students
- social/emotional well being for all students and staff
- supporting inclusion
- supervision and evaluation of custodial, office, Special Education, para-educators
- strong District relationships
- strong parent engagement
- efficiency of facilities/operations
- transparent and effective budgeting
- grants/fundraising
- emergency/crisis planning & training
- effective change
- professional growth opportunities for all staff members
- the day-to-day work and management of the school
- the safety and welfare of the pupils
- to promote the aims and objectives of the school and maintain its philosophy of education
- strong communication and inter-personal skills

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

