

HIGHLINE ACADEMY

A Proposed Denver Public School Charter School

Charter Application

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For questions or additional information, please contact:

Jennifer Douglas, Founding Committee Member
303-875-2195 (Highline Academy Information Line)
303-756-9665 (Home)
Email: HighlineAcademy@yahoo.com

TABLE OF CONTENTS

INTRODUCTION	5
SECTION 1: MISSION STATEMENT	6
SECTION 2: GOALS, OBJECTIVES, AND PUPIL PERFROMANCE STANDARDS	6
Pupil Performance Standards	6
Other Goals	7
SECTION 3: EVIDENCE OF SUPPORT.....	8
Founding Committee Membership.....	9
Letters of Support	10
Letters of Intent to Enroll.....	11
SECTION 4: EDUCATIONAL PROGRAM AND CURRICULUM.....	12
Educational Program.....	12
Educational Philosophy.....	12
General Instructional Methods and Practices.....	15
Curriculum	16
Subject-Matter Specifics	18
Assessment.....	26
Staff Professional Development.....	27
Discipline	29
SECTION 5: AT-RISK, DISABLED, ELL AND GIFTED STUDENTS.....	31
At Risk Students	31
Disabled	32
English Language Learners (ELL)	33
Gifted Students	34
SECTION 6: EVALUATING PUPIL PERFORMANCE	34
Assessment Plan and Timeline for Achievement.....	35
Grading	36
Reviewing and Reporting Progress	37
Corrective Action	37
SECTION 7: ECONOMIC PLAN	38

Budget.....	39
Accounting and Auditing	40
Displacement of District Employees.....	40
Services to Be Purchased from the District.....	40
Denver Public School Retirement System.....	40
Capital and Insurance Reserve Fund	41
SECTION 8: STATEWIDE INCREASE IN PER PUPIL FUNDING.....	42
SECTION 9: GOVERNING BOARD.....	42
Number of Board Members, Manner of Selection, Vacancies and Attendance.....	42
Operation of the Board of Directors.....	43
Advisory Committees.....	45
Parent and Community Involvement	45
Non-Religious, Non-Sectarian Status	47
Commitment to Non-Discrimination.....	47
Accountability	47
SECTION 10: EMPLOYEES	47
Staff Selection, Evaluation, and Employment Principles	47
Terms and Conditions of Employment.....	49
Staff Qualifications	50
Performance Pay.....	51
SECTION 11: DENVER PUBLIC SCHOOLS RETIREMENT SYSTEM.....	53
SECTION 12: LEGAL LIABILITY AND INSURANCE COVERAGE	55
Indemnification	55
Faith and Credit.....	55
Insurance	55
SECTION 13: PUPIL TRANSPORTATION	56
SECTION 14: ENROLLMENT POLICY	56
Community Outreach.....	56
School Districts Where Students are Projected to Reside.....	57
Enrollment Procedure	58
SECTION 15: DISTRICT WAIVERS	59

SECTION 16: STATE WAIVERS.....	59
Personnel Statutes – Teaching Staff.....	60
Personnel Statutes – Administration	60
SECTION 17: FACILITY	60
SECTION 18: THIRD PARTY DISPUTE RESOLUTION PROCEDURE.....	62
SECTION 19: WORKS CITED	63
APPENDIX A: PROPOSED BY-LAWS.....	65
APPENDIX B: LETTER OF INTENT TO ENROLL	84
APPENDIX C: BUDGET	85
APPENDIX D: PROPOSED DAILY ACADEMIC SCHEDULE	100
APPENDIX E: PARENT LETTER OF COMMITMENT	102
APPENDIX F: CSAP DATA FROM COLORADO SCHOOLS USING OPEN COURT READING.....	103
APPENDIX G: CSAP DATA FROM COLORADO SCHOOLS USING SAXON MATH	105
APPENDIX H: STAFF POLICIES AND PROCEDURES	108
INTRODUCTORY STATEMENT	108
SECTION I: Employment Practices	109
SECTION II: Employee Benefits	112
SECTION III: Job Descriptions, Classifications, and Evaluations	117
SECTION IV: General Personnel Policies	122
SECTION V: Classroom Procedures for Teachers.....	130
APPENDIX I: DRAFT EMPLOYMENT AGREEMENT	143
APPENDIX J: OVERVIEW OF CORE KNOWLEDGE SCOPE AND SEQUENCE.....	146
APPENDIX K: CORE KNOWLEDGE RESEARCH	147
APPENDIX L: 6+1 TRAIT WRITING ASSESSMENT STUDY RESULTS	148
APPENDIX M: OPEN COURT READING RESEARCH.....	149
APPENDIX N: SAXON MATH RESEARCH	150
APPENDIX O: LETTERS OF SUPPORT.....	151

INTRODUCTION

The Founding Committee (Committee) of Highline Academy, Inc., a Colorado nonprofit corporation, is pleased to present the Denver Public Schools (DPS) Board of Education with a unique kindergarten through eighth-grade charter school proposal. The Highline Academy (Academy) Founding Committee proposes that the school open in the fall of 2004 with grades K through 6. A grade would then be added each year until the school grows through 8th grade in the fall of 2006.

Highline Academy's vision is to create a Core Knowledge charter school that creates high standards for all students and provides all students with the tools they need to reach high levels of academic and character achievement. The Founding Committee recognizes the value of a liberal arts curriculum and wants to provide students with this type of well-rounded education. This will include all the core subjects, as well as art, music, physical education, and Spanish instruction starting in kindergarten.

Highline Academy will accomplish its mission through a content-rich, sequential curriculum; a safe, disciplined environment; teacher-directed instruction; differentiated instruction in core subjects; and a curriculum that includes a focus on character development and respect for diversity. High expectations will be held for all students and parents. The community members who serve on this Founding Committee believe that by offering an academically rigorous curriculum that also focuses on character development, we will be shaping students who will go on to be successful in competitive high school programs, and eventually will be effective leaders in our own community.

Highline Academy will be a smaller school that serves approximately 400 students in grades K through 8 at build-out. The school will have approximately 23 students per class and two classes per grade. We anticipate a longer school year (by eliminating most professional development days) and a longer school day that is about 45 minutes longer than the school day at most traditional DPS schools. These extra 45 minutes per day amount to approximately 20 extra school days per year. See Appendix D: Proposed Daily Academic Schedule for more information.

This application has been prepared in compliance with the Colorado Revised Statutes 22-30.5-101 et. Seq., the Colorado Charter Schools Act. Consistent with the requirements of this Act and DPS policies, we have submitted the necessary information. It is our belief that this charter school application for Highline Academy is correct and complete. However, should the Board of Education of Denver Public Schools require more details, we will endeavor to provide the relevant data.

Section 1: MISSION STATEMENT

The mission of Highline Academy is to:

- Provide an academically challenging, content-rich, liberal arts curriculum that holds high expectations for all students.
- Develop strong critical-thinking skills in all students.
- Provide a safe environment where all students are known, respected, and valued as individuals of great potential.
- Establish a community that models and encourages character development, respect for diversity, and a sense of responsibility towards community.

Section 2: GOALS, OBJECTIVES, AND PUPIL PERFORMANCE STANDARDS

Pupil Performance Standards

Highline Academy's goal is to offer an academic program that challenges students and produces high levels of achievement. The school will demonstrate through standardized test data and internal assessments that students are meeting state and district standards. This goal will be measured through the following pupil performance standards:

- 85% of students will show at least one year's growth in one year's time as demonstrated by a value-added analysis of student achievement data (using results from a national norm-referenced test such as ITBS, Terra Nova, Etc., as well as CSAP when data is available).
- 80% of students who have been at the school for at least three years will be proficient in reading, writing and math as measured by the CSAP.
- Highline Academy will demonstrate adequate yearly progress for all disaggregated groups as measured by CSAP and determined by the Colorado Department of Education.
- 85% of kindergartners will be reading by the end of the school year as measured by a national norm-referenced test.
- 85% of students in grades three or below who have attended the school for one full year will be reading at grade level as measured by a national norm-referenced test.
- 85% of students will demonstrate mastery on internal assessments in all subject areas before a teacher moves on to a new unit.

Other Goals

In addition the pupil performance standards listed above, Highline Academy has also identified the following goals that are essential to achieving the school's mission:

Curriculum Development

- A fully articulated alignment of the school's curriculum with the state and district content standards will be completed by the end of the first year of operation.

Foreign Language

- Foreign language is an important aspect of a liberal arts curriculum, and therefore, Highline Academy students will be taught Spanish beginning in kindergarten. The successful implementation of a Spanish language program will be measured by program-specific mastery tests. At least 85% of all students will master Spanish unit exams before the teacher proceeds to the next unit.

Parent Involvement

- Parents will sign letters of commitment in which they acknowledge their responsibility in helping students complete homework assignments and in reading to their children at home (see sample letter). 100% of parents will sign this letter of commitment.
- Families will be asked to volunteer 40 hours per year (or 15 hours per year for single parent families). 80% of families will meet this goal.

Community Involvement

- Each student will be expected to participate in at least one community service project per year as part of a school project.

Attendance and Enrollment

- Highline Academy will maintain an attendance rate of 95% or higher.
- Highline Academy will maintain a voluntary re-enrollment rate of 85% or higher from year to year.

Other Program Attributes

- The success of other components of the school's program, including curriculum implementation, character education, parent involvement, Spanish language instruction, professional development, multicultural focus, school safety, discipline, communication, etc., will be measured annually via parent, teacher, and student satisfaction surveys.

Section 3: EVIDENCE OF SUPPORT

There is considerable support for this charter school among families in the east Denver community as demonstrated by the attached letters of support and the 147 students whose parents have completed Intent to Enroll Forms.

Founding Committee Membership

At this time, the Founding Committee is comprised of community members who would like to see a Core Knowledge charter school developed in East Denver. Each of us is committed to education reform and values the many public school choices available to parents in Denver. Although most of us are involved in a professional capacity with charter schools, our involvement in Highline Academy is on a volunteer basis and we are doing this work as community members. All of us live in the east, southeast, or south central regions of Denver. Below are brief bios on each of the Committee members:

Katie Norton Cooper

Katie works as the Operations Manager for Colorado Business and Accountability Services. Katie's background is in psychology and working with children with special needs, especially children with autism. She has worked as a Stanford-Binet test administrator, a research assistant, Assistant Director of the Colorado Early Autism Project, an applied behavior analysis consultant, a school aide, and a behavioral aide. Katie has a B.A. in psychology from the University of Texas and recently completed an M.A. in human neuropsychology from the University of Northern Colorado.

Jennifer Douglas

Jennifer has worked for the Colorado League of Charter Schools for the past four years. She began as the Members Services Director and now serves as the Accountability Program Director. She is about to leave the League in order to take an Assistant Elementary Principal position with the Academy of Charter Schools. Prior to joining the League staff in 1999, Jennifer worked as a teacher and technical writer. Jennifer has experience teaching at Excelsior Youth Center, the Adult Learning Source, Khon Kaen University (in Thailand), and Jefferson County Public Schools. Jennifer holds a B.A. in English from St. Olaf College in Minnesota.

Cory Rae Drost

Cory works as the office manager for an interior trim company called Grateful Heart, Inc. Prior to joining the staff there in 2000, she worked for three years as a math and science teacher at Thunder Ridge Middle School in Aurora. Cory has also worked as a part-time high school diving coach for the last twelve years in the Cherry Creek School District. Cory holds a B.S. in psychology from

Metropolitan State College and an M.A. in elementary education from the University of Colorado at Denver.

Lindsey Friedman

Lindsey currently serves as the Member Services Director for the Colorado League of Charter Schools where she organizes conferences and events, disseminates information to schools, manages a resource library, oversees a grant program, and provides general technical assistance. She came to the League with several years of teaching experience. She has taught at the Peabody Charter School (in California), the Logan School for Creative Learning, and in Aurora Public Schools. Lindsey holds a B.A. in French from Vanderbilt University and a M.Ed. from the University of California at Santa Barbara.

Holly Griffin

Holly worked as a middle school English teacher at Littleton Academy, a Core Knowledge charter school in Littleton School District, for seven and a half years. Prior to working at Littleton Academy, Holly worked for a year at Academy Charter School in Castle Rock, one of the first charter schools in the state. Holly holds a B.A. in English and an M.A. in English Education from the University of Tennessee.

Jim Griffin

Jim has served as the Executive Director for the Colorado League of Charter Schools since the organization's inception in 1994. Jim is an attorney who has developed the organization from a one-person operation in the early nineties to its current status as a membership association with multiple programs, several staff members, and nearly 100 charter school members. Jim received his undergraduate degree from Connecticut College and his Juris Doctorate from the University of Denver.

Letters of Support

Highline Academy has collected letters of support from the following community members: **Ben Stein, Colorado's Deputy Treasurer; Representative Andrew Romanoff, the Colorado House of Representatives Minority Leader, and Dick Lamm, former Colorado Governor.** These letters are attached in Appendix O: Letters of Support.

Letters of Intent to Enroll

Please see Appendix B for a sample of the Highline Academy Letter of Intent to Enroll. As of August 20, 2003, the Committee has collected Letters of Intent to Enroll for 147 children. The breakdown of these students by grade level is as follows:

Grade level fall 2004	Number of Students
Pre-K (for future enrollment)	42
K	29
1	23
2	12
3	15
4	10
5	7
6	9
TOTAL	147

Section 4: EDUCATIONAL PROGRAM AND CURRICULUM

The school's pupil performance standards are not included here because they appear above in the section entitled, "Goals, Objectives, and Pupil Performance Standards."

Educational Program

Highline Academy proposes to open as a kindergarten through sixth grade school in the fall of 2004, with the intent of adding grades seven through eight at the rate of one grade each year thereafter. A content rich, rigorous curriculum will be offered to our students, and high academic standards will be the foundation of our program.

We propose to open Highline Academy in East Denver. After examining the CSAP scores of the students that live in this quadrant of Denver, as well as the demographic statistics regarding Free and Reduced lunch and English Language Learners, Highline Academy intends to focus heavily on literacy and mathematics, and will have intervention programs and strategies available for challenged learners.

Parent involvement is a high priority for Highline Academy. While parents will be asked to volunteer time and resources to the school, we also hope that the Core Knowledge Sequence will involve parents in their child's academic program and success. Core Knowledge outlines each child's curricular path, and thus the parents will be informed of where their child(ren) stands academically and where their child(ren) will go in years to come.

Educational Philosophy

Outlined below are the key principles of our educational philosophy, which, together with our mission, will guide our opening objectives and overall program.

- 1. All children can learn in a supportive environment.** We believe all students who are motivated and receive appropriate instruction and academic support are capable of high-levels of learning. We have specified the knowledge and skills that we want all of our

students to know and master, and thus a level playing field is built through curriculum and specific academic expectations. Highly qualified and dedicated teachers will work together with staff, parents, and leadership so that students are as successful as they can be.

2. **Core Knowledge is the foundation of our educational philosophy.** Highline Academy will implement the Core Knowledge Scope and Sequence to provide students with a content-rich curriculum that leads to “cultural literacy.” The Core Knowledge curriculum will provide the best educational opportunities for *all* Highline Academy students, and will prepare them for the expectations of the next grade level.
3. **HA will set high academic expectations and promote high academic achievement.** The principal and teachers will use measurable goals to establish a culture of achievement. Required homework and a grading scale will reinforce academic achievement goals and will encourage students to practice and master the curriculum.
4. **HA will address character, respect, citizenship and responsibility as part of its curriculum.** Character education will be woven into the existing curriculum so that students recognize modeling of good character within the context of what they are already studying. Students will become productive and responsible citizens both at school and in their communities.
5. **Instruction is effective when it respects and reflects the history, culture, and diversity of the students it is intended to reach.** The Core Knowledge Sequence is a curriculum that supports and promotes diversity and commonality in the teaching of various cultures. Students learn the differences among cultures, as well as the universal aspects of all cultures.
6. **Self-esteem should be derived from true academic achievement.** Highline Academy recognizes that self-esteem comes with accomplishment and achievement; therefore, we will provide opportunities for personal growth through academic achievement.
7. **Differentiation enables all students to be appropriately challenged and better meets students’ needs.** Language arts and math will be taught in ability groups (at least two per grade level) so that accelerated students will be able to move ahead and receive added curricular enrichment, and challenged students will receive the support they need to meet district standards. Teachers will also be expected to differentiate when possible in other subjects.
8. **Literacy is essential and a gateway to success in all other disciplines or subjects.** An intense focus will be upon developing literacy in our students at a very early age. We will

plan extended blocks of time dedicated to literacy instruction. Systematic phonics will be the tool used to teach students to read and spell. Students must first learn to decode and then to read for comprehension in order to grasp the content-rich curriculum.

9. There are certain cross-curricular skills in which all students should prove proficient.

Highline Academy believes that there are certain skills in which all students should prove proficient, and that these skills can be used across the curriculum. Some of these include: time management, organization of materials and information, working independently, meeting deadlines, working collaboratively, active listening, etc.

10. There are different ways of measuring student success and academic achievement.

While each assessment will always measure the mastery of content or district standards, Highline Academy believes that multiple assessments are necessary to measure academic achievement. Assessments will be frequent to ensure mastery and will be used to drive decision-making and teacher practice.

11. Student success is more likely when parents participate in the life of the school and when the school actively elicits parent support and involvement.

Parents must support the overall philosophies of the school, and work to support their child(ren) in their academic endeavors. The principal and teachers will help parents create a center of learning at their own homes, so that learning continues beyond the school's walls.

12. Master teachers bring out the best in faculty (Carter 9).

Master teachers will be leaders of the school, and will play an integral role in curriculum development and professional development. Teacher mentoring systems will be in place.

13. Class size will be limited.

Smaller class size allows for more individualized attention and instruction. Instructional assistants will help students on an academic basis as well. Full-day kindergarten, a tuition-based option for parents, will be offered in addition to the tuition-free half-day kindergarten.

14. Effort is directly related to ability (Carter 11).

Time on task and in school directly affects student achievement. Highline Academy will have a longer school day and a slightly longer school year, while still adhering to the traditional calendar. Spanish instruction is an important part of a liberal arts education. In addition, research proves that children can learn a foreign language much more rapidly than adult learners. To capitalize on this fact, Highline Academy students will be taught Spanish on a weekly basis starting in grades kindergarten through eighth grade.

16. Discipline will be appropriately enforced by the principal and teachers. A school wide discipline plan will be implemented consistently by all staff members of Highline Academy to reduce distractions and promote focused learning. School uniforms are part of this plan to encourage an orderly, structured learning environment.

General Instructional Methods and Practices

Instruction at Highline Academy will be differentiated and modified to meet the academic needs of all students. We realize that students will come to Highline Academy with varying levels of skills and background knowledge, and we plan to accommodate those differences through differentiation. In the differentiated classroom, our teachers will use grade level benchmarks and standards as one way to monitor students' progress, in addition to considering the individual growth of each student.

While all teachers will be held accountable for student mastery of the Core Knowledge content and district standards, Highline Academy believes that a "one size fits all" approach to instruction is not the most effective way to teach children. A perfect example of this is if a teacher is covering the Civil War, students are asked to read a biography that constitutes as an example of literature from the Civil War era. However, the titles of the books are at varying reading levels. Students get the content, but are reading at their instructional level. Additional programs to supplement and meet the needs of our students in reading, writing, and math will be purchased or developed when those needs are determined through assessment and observation.

There are two fundamental ways in which teachers will differentiate instruction, through modifying content and process. Content addresses what skills, principles, and concepts students are expected to learn and when. In language arts (reading, writing, grammar and spelling) and math, ability grouping will be used to meet students at their readiness levels and then to teach the appropriate skills and concepts at their respective levels. There will be at least two ability groups per grade level. The strongest teachers will teach the lower ability groups. Because of this ability grouping, all students in the school will be studying language arts and math at the same time. This will allow teachers the flexibility to move students in and out of ability groups as needed, and even between grade levels. Frequent assessment will inform the teacher as to whether the student will need to change groups or not.

Another way in which teachers will be expected to differentiate instruction is in regards to process. Process entails the activities that teachers create for students to make sense of their learning. Teachers can modify these activities to provide students with more challenge and enrichment, or to provide students with more scaffolding and structure, depending on the students' readiness level.

Lastly, one on one tutoring will be made available to students who need the extra help. This may occur after school, with a small stipend for teachers who volunteer to help.

Most of the concepts in this section are gathered from *Leadership for Differentiating Schools and Classrooms* by Carol Ann Tomlinson and "Differentiating Instruction: Finding Manageable Ways to Meet Individual Needs" by Scott Willis and Larry Mann.

Curriculum

As it was meant to be implemented, the Core Knowledge (CK) Sequence will make up at least 50% of the curriculum. The remainder of instruction will continue to address district standards and skills in a variety of subject areas, including the school's multicultural focus. If there are elements of the State and District standards that are not addressed by CK, these items will be added to instruction. Our choice of the Core Knowledge Sequence is guided by our pursuit of fairness, excellence, and sound academic practice based upon research of how students learn.

For an overview of the Core Knowledge Scope and Sequence, please see Appendix J.

The following points explain why the Highline Academy Founding Committee determined Core Knowledge to be the best curricular guide for this proposed school. Most of the information below is taken from *The Schools We Need and Why We Don't Have Them*, written by E.D. Hirsch, Jr., the University of Virginia professor who founded the Core Knowledge Movement:

- ❑ The CK Sequence consists of knowledge requirements that students should know to participate fully and effectively in the classroom and the outside world. A classroom's fairness depends upon a shared knowledge that its students possess. This helps students communicate with teachers and other classmates. E.D. Hirsch states, "To the extent that lack of relevant knowledge

keeps some students from comprehending today’s lesson, it will cause them to fall even further behind in comprehending tomorrow’s” (Hirsch 14).

- ❑ The CK Sequence provides a framework for background knowledge to be continuously built upon. If some students do not have this necessary background knowledge to build upon, and the class needs to move on, some students are hopelessly left behind. On the other hand, if the teacher needs to back up and fill the gaps of this background knowledge, then the progress of the class will move slowly for better-prepared students. Therefore, a common thread of knowledge that is taught at certain grade levels aids the teacher in effectively pacing his or her instruction.
- ❑ CK encourages children to learn, and sparks an innate curiosity in them. Children naturally want to build off what they already know. Sandra Scarr, a child psychologist offers this example: “A child walks into the school library and sees a book called *Exploring the Nile*. She says to herself, ‘I’ve already learned something about the Nile. Let’s see what this book has to say’” (Hirsch 26). However, if a student has never heard of the Nile or studied Africa, that child is likely to simply pass by the *Exploring the Nile* book without even giving it a second thought. Hirsch proposes that Core Knowledge provides *all* students with the advantage of exposure to a wide knowledge base, not just advantaged ones who learn in the home and have “curiosity hooks” to hang new knowledge upon (Hirsch 26). This is a way that schools can level the playing field, so to speak.
- ❑ CK offers a coherent and specific plan that builds year by year. Instead of teaching just general subjects in certain grades, i.e. Rocks and Soil in third grade, or Simple Machines in fourth grade, using the CK sequence teachers can cover particular topics within larger ones. These topics continue to be developed in later years. The specificity of the CK Sequence ensures that gaps or repetitions in instruction do not occur.
- ❑ CK provides a model for teacher-directed instruction rather than learner-directed instruction. With learner-centered instruction, one student is often given attention at one particular time, but the rest of the students are not. Teacher-directed instruction ensures that all students in the classroom are receiving attention.
- ❑ Developing more knowledge facilitates critical thinking. Critical thinking happens when we make estimates, inferences, and hypotheses based upon the knowledge we already possess. Teaching students “how to learn” and “to think critically” in the abstract is not effective. CK provides a knowledge base from which students can then begin to think critically and recognize connections.

- ❑ CK ensures that a rich, relevant learning experience is offered at an early age. Learning builds upon prior learning. If rich learning experiences are offered at an early age, learning at a later age becomes easier and more durable. At HA, we take the philosophy of “the earlier the better.”
- ❑ CK integrates the arts into the curriculum—it is not an “additive.” Oftentimes the result of the pressures of getting students up to par with regards to literacy and mathematics means forfeiting quality art and music instruction. The CK Sequence recognizes that the arts are not on the periphery of the curriculum, but are an integral part of providing students with the “whole picture.”
- ❑ Implementing the CK Sequence is an attempt at closing the fairness gap between students of different social classes. E.D. Hirsch explains that the fairness gap between our students of different social classes widens each successive grade level in American schools (Hirsch 226). Since HA is an urban school, it will face some of the common challenges that all urban schools face, particularly that students coming from urban settings often have less background knowledge to go on when they enter school, as compared to their suburban peers who may have more educational opportunities in the home. The CK Sequence provides for a core curriculum that encourages grade readiness for all children, and was originally designed to promote fairness in urban situations and thus provide a solution to the increasing social injustice in our schools.

Evidence and statistics show that the Core Knowledge schools in Colorado generally outperform the state averages in regards to CSAP scores. Please refer to Appendix K for research on the success of Core Knowledge provided by the National Core Knowledge Foundation.

Subject-Matter Specifics

The following sections outline the specific programs we intend to use for the core subjects. The language arts programs and the math program will most likely be supplemented by other programs. In addition, Highline Academy reserves the right to change curriculum programs to best meet the needs of our students.

Language Arts: Reading Program

Highline Academy has chosen *Open Court Reading* as its reading program. Many of the Core Knowledge charter schools in Colorado use *Open Court Reading* as part of their literacy program, and

results in their reading scores reflect success. See Appendix F for a list of schools that use *Open Court Reading* and their CSAP reading scores. Our rationale for using Open Court is as follows:

- ❑ ***Open Court* is both research-based and researched.** The program was originally created based upon researched techniques that worked. The authors and researchers of Open Court continue to research the program and have monitored its progress in improving classroom instruction and achievement for nearly 40 years. Through this extensive field research, Open Court has been able to incorporate important findings to strengthen the program. (See Appendix M: Open Court Reading Research)
- ❑ ***Open Court* is structured to teach children through a systematic scaffolding of skills that build upon one another.** Each lesson plan essentially holds to the same pattern: first, the introduction of reading skills including phonemic awareness, phonics, and word knowledge skills. Next, Open Court uses literature to demonstrate and practice reading skills and comprehension. Students engage in inquiry and investigation and students learn how to generate questions about the text and find answers. Lastly, the focus shifts from reading to expressing ideas through writing. Like the philosophy behind the Core Knowledge Sequence, Open Court teaches students in a spiral like fashion, and skills are constantly revisited and developed.
- ❑ ***Open Court* is carefully paced and teacher directed.** Since the Open Court program guides explicit, teacher-directed instruction, there is consistency in what and when skills, etc. are being taught across grade levels and groups.
- ❑ ***Open Court* is phonics-based.** Research has shown that the whole language approach (a program which de-emphasizes letter-sound relationships in favor of student recognition of whole words) has failed students. A validation of this research can be found in California, where a group of high-poverty schools have denounced whole language and chosen Open Court as their reading program, and have significantly high test scores and achievement data. (Izumi 5-8).
- ❑ ***Open Court* allows for and supports differentiation.** There are resources within each lesson that address the needs of English Language Learners, those that need reteaching, and those that are working above grade level.
- ❑ **A variety of tools are embedded in the program beyond the basal.** Open Court provides a wide variety of textbook materials including readers, decoder texts, phonics packages, writing books, practice books, “Big books,” and teacher support materials. The anthology for literature selections is rich and includes a variety of genres.

- ❑ ***Open Court Reading*** includes a variety of assessments to use frequently and **diagnostically**. There are whole program assessments (pre, mid, and post tests), and unit assessments that monitor oral fluency, writing, spelling, vocabulary, listening, grammar, and comprehension. Finally, there are diagnostic tests for placement in reteaching, intervention, challenge, and ELL groups. Additional teacher rubrics and record templates are available as well.

Language Arts: Writing Programs

Step Up to Writing

Step Up to Writing is a collection of multi-sensory, logically organized, “teacher friendly” strategies that improve the writing skills of students, grades Kindergarten through post-secondary. We have chosen to use *Step Up to Writing* for several reasons:

- ❑ To deliver the *Step Up* program, teachers use direct instruction and modeling, engage the students in guided practice, and finally give students opportunities for independent practice and revision. This deliberate, sequential process is the most effective way to teach children how to write.
- ❑ *Step Up* offers tons of tools for teachers to use to teach diverse groups of students to write. Maureen Auman (founder, *Read-Write Connection* and *Step Up to Writing*) explains that by using *Step Up to Writing*, teachers can move from “theory about writing to concrete “how to” strategies and practical tools (Auman 1-2)”.
- ❑ *Step Up to Writing* is a multi-sensory approach to teaching writing. Different learning styles are addressed when students use folded paper, color, lists of words, informal outlines, and other methods to form sentences, paragraphs, essays, etc.
- ❑ *Step Up to Writing* realistically mirrors the true writing process; students pre-write and plan, draft, revise, and edit, and then create a final draft that is proofread and shared.
- ❑ *Step Up to Writing* provides opportunities for students to practice and master all types of writing, including paragraphs, summaries, letters/memos, essays and content for other subjects, reports, speeches, research, stories, creative pieces, and responses. Students become multi-talented writers.

- ❑ Since *Step Up to Writing* will be used building-wide, a common language and common high expectations will provide consistency in what we expect from our student writers. The structure and tools in this program can be used across the curriculum.
- ❑ Since *Step Up* teaches the student to be aware of the structure of writing, students will become better readers of content, recognizing those very same structures in their reading of social studies, science, etc.

6+1 Trait Writing

6+1 Trait Writing will also be incorporated as part of our writing curriculum. *6 +1 Trait Writing* identifies 7 essential areas of writing that should be taught explicitly. These traits include ideas and content, organization, voice, word choice, sentence fluency, conventions, and presentation. Most importantly, beyond teaching the writing process, *6+1 Trait Writing* provides a clear and effective writing assessment that both teachers and students use to determine quality writing. Students and teachers then use the criteria in this assessment to decide how to revise and edit their written work. We have chosen to use the *6+1 Trait Writing* model for the following reasons:

- ❑ *6+1 Trait Writing* provides a framework for organizing curriculum materials, instructional strategies (especially *Step Up* strategies) and assessment of the quality of students’ writing. In fact, reading materials can be organized into traits to teach solid writing; reading and writing are connected as they should be.
- ❑ Research suggests “direct instruction which links assessment and instruction makes a considerable difference in writing performance” (17, Northwest Regional Educational Laboratory). When students are given assessment and scoring criteria to analyze their writing and other samples, and are taught how to use these criteria to then revise their writing, writing improves (Appendix L: *6+1 Trait Writing* Assessment Study Results).
- ❑ Many teachers who use *6+1 Trait Writing* report that the program lends itself to flexibility, and different schools have chosen to implement the traits differently. Teachers can make adaptations to their writing instruction to meet the individual needs of their student population.
- ❑ *6+1 Trait Writing* can be used across the curriculum and the assessment rubrics and criteria provide for common language/feedback and common high expectations for all students.

Math Program

Saxon Math will be the program implemented for math instruction at Highline Academy. After review, the Founding Committee determined that the Scope and Sequence of the Saxon Math program aligns closely with the Denver Public School standards. It also provides a consistent structure and method for teachers to introduce, teach and reinforce math concepts. The suggested classroom practice by Saxon involves the focusing of student attention on the subject, then providing direct instruction and guided practice, and finally monitoring independent practice.

Saxon believes that mathematics is “not difficult, just different. Mathematics is taught (and learned) just as a foreign language or musical instrument is taught: incrementally with continual practice and review.” Saxon math provides incremental development, continual practice, building off prior knowledge, and frequent, cumulative assessment. These pieces are central to good teaching and Highline Academy’s educational delivery. Another belief of Saxon is that children learn by doing, not simply by watching or listening. The majority of math instruction will be devoted to working on problems and working through problem solving situations. The Saxon program also contains adaptations for special populations of students, and allows for individualization to meet the needs of every student.

Test scores in Colorado have shown the success of the Saxon Math program. See Appendix G: CSAP Data from Colorado Schools Using Saxon Math for more information.

Science

The CK science sequence continuously builds upon common strands of scientific concepts from grade to grade. A science textbook series or program that aligns with the CK scope and sequence will be selected by the school’s principal. The science resources that are chosen will offer every opportunity for students to *be* scientists, and learn the many skills that scientists practice. Science instruction will also provide students with hands-on learning experiences. The specific content of the CK science sequence will be examined against the district standards to ensure alignment. Any district standards that aren’t included in CK will be met through further curriculum development.

History, World Civilizations, Geography

The CK Sequence covers a significant amount of content regarding diverse peoples and cultures, history, and geography. Since CK covers civilizations of the globe, students will be equipped to compare histories, people, and cultures, as well as to find commonalities and recognize what makes up the human experience. A large part of the Academy's multicultural focus will be developed in the social studies curriculum. A social studies textbook series or program that aligns with the CK scope and sequence will be selected by the school's principal. The specific content of the CK social studies sequence will be examined against the district standards to ensure alignment. Any district standards that aren't included in CK will be met through further curriculum development.

Technology

Technology will be a tool used in every subject. Because Highline Academy offers a liberal arts curriculum, technology will be viewed as a means to an end, not an end in and of itself. In other words, students will learn skills and applications that will enable them to succeed in the other subjects offered at the school, as well as in high school and college programs. Certain skills such as keyboarding, and specific applications such as word processing and spreadsheets will be part of instruction. District standards that outline expectations for proficiencies in technology will also be a part of the technology curriculum. Accelerated Reader, a computer based reading incentive program, will also be used frequently by the students.

Music and Art

Music and Art are essential components of a liberal arts curriculum and integral subjects in the CK Sequence. Therefore, the arts are not treated as an afterthought. Music and art are completely integrated into the Sequence, and relate to what is happening in the homeroom. For many students, music and art will be the vehicle to a better understanding of history, and a deeper comprehension of readings. Teachers will work together to coordinate timing on teaching certain subjects so that there is an interdisciplinary focus. For example, when students are studying Renaissance poetry in language arts, they might also learn about Renaissance music and art during specials. Music and art have the potential to tie it all together.

Physical Education

Instruction will be provided in physical education to build coordination and motor skills, as well as the social components of teamwork and cooperation. Students will be exposed to a wide variety of sports, games, and activities. The school will ensure that the physical education program meets the districts standards. Physical education will enforce the importance of a healthy body and mind.

Spanish

Spanish instruction will be a part of the curriculum at Highline Academy. The Denver Public Schools Foreign Language Content Standards and Curriculum Matrix will be used to assess student achievement in Spanish. The reasons behind offering a second language at Highline Academy are based upon the five essential “C’s” that helped shape the National Standards for Foreign Language Learning:

- ❑ **Communication:** As we move toward a more global society, it is essential that students are able to communicate in a language other than their own. Some of the most sought after careers require foreign language proficiency.
- ❑ **Cultures:** To further promote our mission in respecting diversity, it is key that we teach language as a way to understand and appreciate other cultures.
- ❑ **Connections:** As students study other cultures through both the Core Knowledge Sequence and foreign language study, they begin to make connections and see commonalities that all cultures share, i.e. families, communities, languages, arts, recreation, and belief systems.
- ❑ **Comparisons:** In an article entitled “Making a Case for Foreign Language Study” in the online version of *Curriculum Update*, Martha Abbott, president of the American Council on the Teaching of Foreign Languages notes, “...just having the experience of learning a second language helps you better analyze and reflect on your own language.” By learning a second language students can make comparisons to their native language, and better understand the inner workings of language structure, etc.
- ❑ **Communities:** The curriculum should reflect the world and communities in which we live. Highline Academy will be a community of diverse learners, coming from diverse communities. Foreign language instruction at Highline recognizes that diversity. In addition, outside of Highline Academy, foreign language instruction is not available to all students. According to the *Curriculum Handbook*, published by the Association for Supervision and Curriculum

Development, one in four public elementary schools offer second language, compared with two in three private elementary schools. We would like to offer a second language to the students who attend Highline, a public charter school, so that they too may benefit and in turn benefit the larger community in which they will one day find jobs.

- ❑ Cognitive Benefits (this is the 6th “C” we added): Myriam Met, of the National Foreign Language Center at the University of Maryland, recognizes that “the research has documented the academic and cognitive benefits of knowing more than one language: bilingual students with strong competence in both languages are more likely to be successful readers; bilingualism enhances cognitive functioning, such as metalinguistic skills and divergent thinking; and study of foreign language in the elementary grades has been associated with higher scores on standardized measures of reading and mathematics, even for students from high-poverty backgrounds” (36-41). HA believes that learning a second language will improve student achievement in many areas as well.

Character Education

“To educate a person in mind and not in morals is to educate a menace to society”.

–Theodore Roosevelt

Although the Founding Committee has not adopted an explicit character education program at this time, Highline Academy will integrate character education into both the formal curriculum and into the everyday workings of the school. Character Counts!, a nonprofit, nonpartisan, nonsectarian coalition of schools, communities and nonprofit organizations working to advance character education, advocates teaching six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. (Go to <http://www.charactercounts.org> for more information.) These are the types of character traits that Highline Academy will encourage in its students.

Character education may be highlighted when looking at historical figures and the choices that they made, or by examining respectable traits in literary fictional characters, for example. Teachers will model strong character traits in their daily dealings with their students, staff, and parents and will encourage respect and appreciation for all students in our school community. Embedded in each classroom will be what values and character qualities Highline Academy expects to see from our students rather than what behaviors we *don't* want to see. When looking at how we will integrate

character education, we will keep in mind the following ideas from the Character Education Partnership:

- Character education promotes core ethical values as the basis of good character.
- Character must be comprehensively defined to include thinking, feeling and behavior.
- Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
- The school must be a caring community.
- To develop character, students need opportunities for moral action. (tons of practice!)
- Effective character education includes a meaningful and challenging academic curriculum that respects all learners and helps them succeed.
- Character education should strive to develop students' intrinsic motivation.
- The school staff must become a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
- Character education requires moral leadership from both staff and students.
- The school must recruit parents and community members as full partners in the character-building effort.
- Evaluation of character education should assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Assessment

Highline Academy will make decisions regarding instructional practice based upon data gathered from frequent and standards-based assessments. Assessments will be used as diagnostic tools for identifying student and teacher strengths and weaknesses, in order to improve not only student performance but teacher quality. Both *Saxon Math* and *Open Court Reading* contain schedules for consistent assessment throughout the course of the year. Additionally, *6+1 Trait Writing* and *Step Up to Writing* were both deliberately chosen for their integration of assessment and rubrics within the actual lessons themselves, so that students and teachers have common language when addressing what needs to be revised and improved.

There will also be a building-wide focus on district standards. During our first year of operation, teachers will be asked to align the Core Knowledge scope and sequence, the aforementioned programs, and the district standards (as well as any additional school-adopted standards). Each lesson will eventually focus on one or more key standards, and the lesson will be constructed so that students meet the standard(s). Grade level meetings will also be scheduled to analyze student assessment scores, and to identify needs of particular students. This ensures that each lesson, due to data analysis, will be carefully designed around specific knowledge and clearly defined skills that students are missing.

Staff Professional Development

The following includes the rationale and research base for professional development (Avalone, Grove, Koch and Sikora 2):

No Child Left Behind Act:

- All public school teachers who teach core academic subjects must be “highly qualified” by the 2005 – 06 school year. Highline Academy will ensure that all teachers who are not “highly qualified” when hired will be supported and will receive appropriate professional development so that they become “highly qualified” as soon as possible, but no later than the 2005 – 06 school year.

Changing demands and increased accountability for student achievement:

- Effective professional development is needed to increase teachers’ understanding of challenging content standards, the higher expectations states have for all students, and new methods of assessment, instruction, and accountability (Southern Regional Education Board).
- Teachers who (belong) to strong professional development communities (are) better able to adapt to the challenges of teaching today’s students (McLaughlin and Talbert).
- Student learning is unlikely to improve without improvements in teaching, namely teachers’ knowledge, skills, and practices (Guskey 5-12).

Teacher Retention:

- The best way to support, develop, and cultivate an attitude of lifelong learning in beginning teachers is through a new teacher induction program focused on teacher training, support, and

retention (Wong 52-54). Although Highline Academy will not initially offer a formal induction program, this will be explored in the future. Regardless, the Academy *will* offer intensive training and support to teachers annually, especially those new to the profession and Core Knowledge.

- Principals need to provide the same thing for teachers that good teachers give students: real challenges...and real inspiration—encouragement to keep trying no matter what (Evans).

Professional Development Offerings

Highline Academy administration and Board will maintain flexibility with professional development so that offerings can change as the staff's needs change. The following includes ways in which we intend to deliver professional development and teacher support models:

- Initial training in the implementation of the writing, reading, math, and Core Knowledge programs, directed by outside experts
- Teacher/staff orientation to Highline Academy
- Administrator/master teacher mentoring
- Peer mentoring/evaluation
- Visiting speakers/presenters/experts
- Faculty meetings in which specific topics are addressed (directly related to curriculum, daily operations, assessments, and teacher reflection and brainstorming, etc.)
- Opportunities for grade level planning, sharing lesson ideas, effective instructional practices and information about students
- Off site conferences, classes, workshops

When designing professional development opportunities, the following issues will be taken into consideration (Avallone, Grove, Koch, and Sikora 6):

- Student achievement data, which will require staff to examine curriculum, content or instruction.
- Staff evaluations and mentor feedback.
- Survey information. Stakeholders' opinions may suggest possible growth/areas of improvement.
- Teacher-perceived needs. Certain needs present themselves as teachers get to know their students, get to know the curriculum, and become familiar with the challenges.
- Student demographics. Are there interventions that we are missing?
- Previous sessions, such as building off of prior workshops, meetings, etc.

Discipline

Highline Academy will follow the Denver Public Schools' discipline policies. In some cases, the school may set higher expectations for student behavior. These expectations will be set forth in the school's Code of Conduct. The Code of Conduct will be developed in detail by the school's administrator and teachers prior to the start of school in the fall of 2004. The school will implement some sort of school-wide demerit system as part of its discipline program. In addition, teachers will be encouraged to use positive incentives within their classrooms to promote positive behaviors.

High behavioral standards for student behavior will be a hallmark of Highline Academy and therefore, considerable time will be dedicated to ensuring that all staff are consistently and appropriately enforcing the school's Code of Conduct.

All parents, students and teachers will be informed of the Code of Conduct for Highline Academy and be required to sign a document that states they have read and will abide by the Code of Conduct and the associated consequences. The acknowledgement page also states that the teacher shares responsibility with the parent and student to ensure a safe, secure school for learning.

The hallmarks of the discipline plan of Highline Academy will reflect the school's intention to:

- Provide a safe and secure environment for all students and staff.
- Meet all state laws and district policies regarding safe schools.
- Emphasize individual responsibility.
- Seek out and reward positive behavior.
- Encourage regular attendance at Highline Academy.
- Consistently enforce consequences for students who break the Code of Conduct.

All students are expected to comply with the Academy's Code of Conduct. Violations of the Code of Conduct will be dealt with initially by the classroom teacher, and if necessary, by the Head Administrator or his/her designee. The disciplinary program of Highline Academy is intended to minimize the need for suspensions and avoid the need for expulsion by emphasizing positive character development and effective student management at the classroom level. In the event that

such actions are necessary, they will be carried out in accordance with applicable state and district policy.

Because strong school attendance is paramount to academic student success, regular attendance will be expected of all students. Parents will acknowledge this expectation in the Parent Letter of Commitment, and will be expected to do whatever is necessary to ensure their child(ren) are consistently punctual and present at Highline Academy. Consequences for frequent absence will be incorporated into the school's Code of Conduct.

Tuition-Based Programs

Highline Academy anticipates offering tuition-based before and after school programs, as well as a tuition-based full-day kindergarten option. We will develop these programs based on parent interest and need. A question about these options was included on the Intent to Enroll Form, so we have some sense of parents' interest in these tuition-based programs thus far. Of the 72 families who have completed the Intent to Enroll Form, 49 (68 percent) expressed an interest in before and after school offerings. Of these 72 families, 41 (57 percent) expressed an interest in full-day kindergarten. Because families with children that have already completed kindergarten were likely to answer no to this question, we provide here the following breakdown of students entering kindergarten in 2004 or younger:

Year to enter Kindergarten	Number of families expressing an interest in full-day kindergarten
2004	23 out of 25 (92 percent)
2005	14 out of 17 (82 percent)
2006	5 out of 5 (100 percent)
2007	5 out of 7 (71 percent)
2008	2 out of 4 (50 percent)

At this time, we have included in the budget one half-day kindergarten class and one full-day kindergarten class. This may need to be adjusted based on parent interest. We have not budgeted in the income or expenses involved in before and after school programs, but in developing these programs, we would make the programs as affordable as possible for parents, while also ensuring that income would exceed or match expenses.

Section 5: AT-RISK, DISABLED, ELL AND GIFTED STUDENTS

At Risk Students

We believe that implementation of the *Core Knowledge Sequence* will expand opportunity for at-risk students. E.D. Hirsch, Jr., the ‘father’ of Core Knowledge, makes a strong case for the importance of a core curriculum – a shared base of knowledge – to equality of educational opportunity. He writes in the introduction to *What Your First Grader Should Know*:

When all the children who enter a grade can be assumed to share some of the same building blocks of knowledge, and when the teacher knows exactly what those building blocks are, then all the students are empowered to learn. In our current system, children from disadvantaged backgrounds too often suffer from unmerited low expectations that translate into watered-down curricula. But if we specify the core of knowledge that all children should share, then we can guarantee equal access to that knowledge and compensate for the academic advantages some students are offered at home. In a Core Knowledge school *all* children enjoy the benefits of important, challenging knowledge that will provide the foundation for successful later learning. (xix)

Several studies have shown that Core Knowledge schools are successfully in improving students test scores at schools that serve significant populations of low-income students. Please see Appendix K: Core Knowledge Research for more information on the success of Core Knowledge schools in urban school districts such as Oklahoma City, San Antonio, and Charlottesville.

In addition, a couple schools in Colorado that have adopted the Core Knowledge scope and sequence are worth noting. **Add info about Cesar Chavez and Sierra Grande.**

In addition to implementing the Core Knowledge scope and sequence, Highline Academy will have an ongoing child study team that will meet regularly to identify and assist students who are at risk of failing. Depending upon the student and his or her needs, the team may be composed of regular classroom teachers, the administrator, the special education teacher, and any other relevant learning

specialist. Strategies that will be used to assist students at-risk of not meeting school standards include one-on-one after school tutoring, individualized learning plans, and supplemental programs (e.g. Reading Recovery, etc.).

Disabled

Highline Academy will comply with all district, state, and federal requirements, to ensure that the needs of special education students are met. Students with disabilities will be fully integrated into the programs of Highline Academy whenever possible, with the necessary materials, mandated services, and equipment to support their learning. Highline Academy will comply with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.

Highline Academy anticipates hiring a full-time special education teacher for the school. The proposed budget includes a \$45,000 salary for this teacher in the first year. The hiring committee will ensure that the person hired for this position is properly licensed through the Colorado Department of Education and has the appropriate endorsement to meet the needs of the school's students. The school will also ensure that the special education teacher actively maintains his/her licensure with the state. It is anticipated that the special education teacher will work closely with district special education staff to ensure school compliance with special education law and ensure that the needs of special education students at Highline Academy are met. The special education staff will be evaluated annually through principal observation, test data analysis, and parent feedback.

Highline Academy will establish systems to ensure that any student with a disability attending the Academy will be identified and serviced. Highline Academy will meet all the requirements mandated within a student's Individual Education Plan (IEP) for any student entering with pre-existing disability requirements. The school will seek to offer an inclusion program for all students with disabilities. However, if the student's needs and IEP require a program other than inclusion, Highline Academy will attempt to meet those needs with existing or contracted staff. As necessary, the school will contract with individual providers or arrange for services to be provided by Denver Public Schools.

Highline Academy understands that, once approved, the school will be required to purchase certain special education services from Denver Public Schools. We understand the district will be responsible for ensuring the provision of necessary special education programs and services, including development of Individualized Education Programs (IEPs), handling administrative proceedings, and providing necessary transportation and specialized services. Highline Academy staff will assist in developing IEPs, identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

English Language Learners (ELL)

Highline Academy will serve its ELL students in accordance with all applicable Federal Laws and Regulations.

Highline Academy will comply with Section 22-24-105 of the Colorado Revised Statutes, and perform the following with respect to ELL students:

- Identify students whose dominant language may be other than English;
- Assess students, using instruments and techniques approved by the district, to determine if their dominant language is other than English;
- Administer and provide programs accordingly.
- Report the number of ELL students attending the school to the district and the state.

Until the student enrollment at Highline Academy is known and the school has had a chance to determine the number and types of English Language Learner students it has (whether the student is Limited English Proficient, English Language Learner, or Fluent English Proficient), it is difficult to define the ELL program the school will implement with any specificity.

However, it has been decided that while students receive instruction in Spanish, those students who are English Language Learners will receive additional instruction in English at that scheduled time, in addition to the daily scheduled Literacy block. In addition, students English Language Learners will be mainstreamed into the regular classroom as soon and as much as possible.

Gifted Students

The Highline Academy Founding Committee feels that the CK curriculum is so comprehensive and rigorous that most gifted and talented students will find it challenging. In addition, Highline Academy will do ability grouping in language arts (reading, writing, spelling, grammar) and math. There will be at least two ability groups per grade. This will allow those students who are advanced to move ahead at a faster rate than the students that might struggle in either of these subjects. In addition, the teachers of the high ability groups will also be encouraged to enrich as much as possible, similar to a gifted and talented program. If, after the first year, we find that we have a high population of gifted and talented students and/or that further gifted and talented services are a high priority for many parents, we will certainly consider additional programs geared towards this population.

Section 6: EVALUATING PUPIL PERFORMANCE

As stated previously in the ‘Goals, Objectives, and Pupil Performance Standards’ section, Highline Academy’s goal is to offer an academic program that challenges students and produces high levels of achievement. Through standardized test data and internal assessments the school will demonstrate that students are meeting or exceeding state and district standards. This goal will be measured through the following pupil performance standards:

- 85% of students will show at least one year’s growth in one year’s time as demonstrated by a value-added analysis of student achievement data (using results from a national norm-referenced test such as ITBS, Terra Nova, Etc., as well as CSAP when data is available).
- 80% of students who have been at the school for at least three years will be proficient in reading, writing and math as measured by the CSAP.
- Highline Academy will demonstrate adequate yearly progress for all disaggregated groups as measured by CSAP and determined by the Colorado Department of Education.
- 85% of kindergartners will be reading by the end of the school year as measured by a national norm-referenced test.
- 85% of students in grades three or below who have attended the school for one full year will be reading at grade level as measured by a national norm-referenced test.

- ❑ 85% of students will demonstrate mastery on internal assessments in all subject areas before a teacher moves on to a new unit.

Assessment Plan and Timeline for Achievement

Assessment at Highline Academy will involve a full range of measures to ensure the most comprehensive picture of student progress. All students at Highline Academy will be assessed using multiple indicators as follows:

- ❑ CSAP (Colorado Student Assessment Program) at all state-mandated levels and subject areas.
- ❑ A national norm-referenced test (such as ITBS, Terra Nova, etc.), which will be used for diagnostic purposes (to drive curricular and instructional decision-making); for ability grouping; to determine value-added growth each year; and to provide comparisons with other district students, as well as students across the country.
- ❑ Program-specific unit tests (i.e. assessments that are embedded in particular programs such as Saxon Math, Open Court Reading, Accelerated Reader, etc.).
- ❑ Standards-based, teacher-created mastery tests in areas where program-specific unit tests are not provided.
- ❑ Other internal assessments (writing assignments, projects, etc.) that relate to a unit being taught.

Multiple assessments are used primarily to ensure the reliability and validity of assessment results. The use of multiple indicators allows comparison of results to ensure accurate assessment of a student's performance.

Students new to Highline Academy will be given a national norm-referenced test prior to the first day of school. This will take place for the first time in August of 2004 with all enrolling students. Administering this assessment at the beginning of the school year enables the school to collect baseline data on all students. This data will be used to identify areas of weakness that teachers can use in developing curriculum and instruction, as well as provide a benchmark for comparison when the test is again administered at the end of the first year of operation. After the first year, students who are new to the school will still be expected to take the same national norm-referenced test shortly after enrolling in the school

This assessment will also be used to place students in ability groups in math and language arts. Once placed in an ability group, program-based assessments and other internal assessments will be used to affirm correct ability group placement, as well as to determine when students need to move into a different group.

Time will be allocated in the weekly schedule for teacher collaboration and staff development. Instructional staff will use this time on an ongoing basis to evaluate the progress of students in math and language arts ability groups. There will be great flexibility so that students who need to move to a different level group will be able to do so at any time to ensure that their needs are always being met.

After the baseline year, these tests will be used to measure each student's progress toward the school's student achievement goals. The results will also be used by staff to measure the effectiveness of specific curricular aids, programs, and teaching methods used in the classroom. The results from CSAP tests will be used in a similar manner.

Lastly, teachers will be trained in using assessment on an ongoing basis to drive curriculum and instruction. All teachers will be expected to consistently test for mastery and re-teach when needed to ensure mastery. In addition, an administrator or lead teacher will carefully analyze all standardized test data to identify specific areas of weakness. This data will then be used to help teachers improve their teaching or to provide better resources and materials for students.

Grading

Students at Highline Academy will be given letter grades at all levels beginning in kindergarten. The letter grades will be based on percentages using the following grading scale:

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% or less

Halfway through each semester and at the end of each semester, staff will prepare a report card for each student. These report cards will be provided to all parents and students. Progress reports will be provided to parents and students once between each report card period.

Reviewing and Reporting Progress

Highline Academy intends to create an Accountability Committee during the school's first year. This committee will be established in accordance with state law (C.R.S. 22-7-106 and 107) and district policy. This committee will be responsible for monitoring the school's progress towards meeting goals. The Accountability Committee will administer an annual survey to parents, teachers and students in the late winter/early spring of each school year to gauge overall satisfaction with the school and its programs. Then, at the end of each school year the Accountability Committee will produce an *Annual Report to the Community* that details the school's progress in meeting goals and any new or revised goals for the future. This document will be provided to all school constituents, as well as to the school district. The Accountability Committee will also play an important role in creating and updating an annual *School Improvement Plan*, as required by district policy. It is anticipated that the school's goals will evolve over the years; however, the school accountability committee will ensure that the goals are appropriately challenging, requiring the school to continuously push itself and focus on self-improvement.

Highline Academy also intends to meet any academic reporting requirements as specified by the district in a timely manner.

In addition, Highline Academy plans to participate in the Colorado League of Charter Schools' Accountability Program. As part of this five-year program, the school will undergo an administrative review and governance review in its first year. It will then conduct an internal self-evaluation in its second year, leading up to an external site visit evaluation in its third year. The school will use its fourth year to respond to recommendations made in the site visit report. The fifth year will be dedicated to addressing any areas of concern expressed by the school district prior to charter renewal. Highline Academy intends to repeat this five-year cycle on an ongoing basis.

Corrective Action

The ability grouping in math and language will allow teachers a great deal of flexibility in meeting a diverse group of students' needs. There will be at least three ability groups at each grade level, and students will also be able to move into ability groups that are above or below their own grade level. (However, when students are moved into a group that is below their grade level, every effort will be made to remediate that student as quickly as possible so that he/she can be moved back into his/her own grade.) This ability grouping allows students who are struggling to work with other students at their same level, and it allows the teacher to really focus on these students' needs. Generally speaking, stronger teachers will be placed with lower ability groups. As a result, the ability grouping will ideally prevent the need for significant corrective action.

However, if a student is in the appropriate ability group and still demands corrective action (because of low performance on internal assessments), the school's child study team will create an individualized learning plan for that student. This plan will define specific measures for increasing the student's achievement, such as one-on-one or group tutoring after school, computer-based instruction, homework assistance from parent volunteers, special education assistance if warranted, or any combination of these. If a problem appears to be more rooted in a student's attitude and/or behavior, staff will search for underlying causes in an attempt to refer students and families to resources that will address the issue. The corrective action plan will also be reviewed with the student and the student's parent or guardian. Students and parents will be asked to sign the plan to assure the school of their willingness to participate in corrective action.

Section 7: ECONOMIC PLAN

Highline Academy recognizes the importance of proper financial management, and therefore, holds strong fiscal responsibility as a goal. This goal will be met through the following policies:

- Highline Academy will maintain a balanced budget each year of its operation.
- Highline Academy will have an independent audit conducted each year. The annual audit will find no major problems or exception with the school's finances, budgeting, or accounting practices.

- Monthly financial statements including comparisons to projected budgets will be reviewed by the Academy Board and Principal and shared with DPS staff as requested.
- Highline Academy will promptly meet all DPS requests for various financial reports.

Budget

The proposed five-year budget for Highline Academy is located in Appendix C. Revenue and expenditure projections are based on the best information available to date. The Academy will rely on start-up grant funds in year one. Grant funds are also anticipated in years two and three, and those funds will be used to build or enhance specific programs, such as the library, technology, etc. The Academy will maintain the required TABOR reserve and also has a goal of carrying an unrestricted reserve equaling 5% of expenditures in future years.

Revenue projections are based on the following assumptions:

- Per Pupil Revenue (PPR) is calculated at 95% of the DPS projected amount for FY 2003-04. Year one includes a projected enrollment of 312 students, including 46 kindergartners, for an FTE of 299. Years two and three include the addition of 40 students each year to reflect the addition of 7th and 8th grade. A general 2% increase in PPR is used for each year.
- Revenue from activities is included, and is offset by the same amounts in activities expenditures.
- A fee of \$200 per month for 10 months is included for the optional full-day kindergarten program.
- Start-up grant revenue in years one through three is estimated based on past experience of other charter schools.
- The Academy is not planning on other sources of revenue in its budget, such as charter school capital construction revenue, Federal title revenue, interest income, DPS mill levy funding for technology, libraries, reading assistance, etc. The Academy is aware of these potential revenue sources, but has chosen to be very conservative due to their unpredictable nature and/or specific guidelines to be followed at the time of application.

Expenditure projections are explained in the “Comments” column of the projected budget. In general, the expenditure plan assumes 3% per year inflation, with exceptions noted. The Academy

will manage expenditures based on the revenue ultimately available. Based on current projections, the Academy will gradually build a fund balance and reach the goal of a 5% unrestricted reserve in year four.

Accounting and Auditing

The Academy agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and will make such records available to the District as requested from time to time. The Academy will maintain a comparison of actual expenditures to budgeted expenses. Revenue and expenditures will be consistent with the Colorado Department of Education’s Financial Policies and Procedures Handbook and Chart of Accounts.

The Academy agrees to engage and participate in an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the District in written form within the statutory time limits required by the District, and shall be published and posted as required by law.

Displacement of District Employees

At this point, it appears that the students who enroll at Highline Academy will be drawn from such a variety of private and public schools that no displacement of district employees will result. After the enrollment process is completed, the Academy will let DPS know which schools Academy students attended this year and the number of students we expect to enroll in the Academy from each District school.

Services to Be Purchased from the District

Highline Academy anticipates purchasing the following services from the District:

- Special Education Services
- The District student information system (SASI)
- Annual cost of a T-1 line

Denver Public School Retirement System

See Section 11: Denver Public Schools Retirement System below for information on this.

Capital and Insurance Reserve Fund

Highline Academy will establish a capital and insurance reserve fund as required by state statute. These reserves are included in the budget found in Appendix C.

Section 8: STATEWIDE INCREASE IN PER PUPIL FUNDING

Highline Academy understands that the State Legislature has allocated an additional 1% in funding state-wide for the purpose of increasing student achievement. The Academy plans to use this additional funding to increase its allocation to staff development. For a child to succeed in school, it's important that his teachers and mentors be extremely capable and very knowledgeable. It is paramount, therefore, that the Academy equip teachers with the skills and knowledge each needs to boost student achievement.

Section 9: GOVERNING BOARD

Number of Board Members, Manner of Selection, Vacancies and Attendance

Highline Academy will operate under the auspices of a governing board called the Academy Board of Directors (Board). This Board will be composed of not less than five or more than seven Directors. Five of the Directors will be elected by the parents/guardians of the children who attend the school. The five elected Directors then may appoint two more Directors to the Board. The school's administrator will be an advisory, non-voting member of the board.

The Highline Academy Founding Committee will appoint the first Board of Directors following contract approval by Denver Public Schools. This Board will serve until the first parent election takes place in October of 2004. The initial Board will stagger terms—one member will come off after year one, two more members after two years, two more members after three years. Thereafter, all newly elected members will serve two-year terms. There are no term-limits for Academy Directors.

Academy Board elections will be held annually in October. Each family will have one vote for each Board seat. In the case of divorced parents, the custodial parent will vote. In the case of joint

custody, each parent will have 1/2 vote. Directors will select the officers of the Board. Term of office for officers will be one year, and the Directors will reorganize each year in June.

In the event of a dismissal, resignation, or other vacancy of the Board, if the Director has completed less than half of his or her term, the Board of Directors will hold a special election to fill the vacancy. If the Director leaving the board has completed more than half of his or her term, the remaining Directors shall appoint a replacement. The Director or Directors so elected or appointed shall hold office until the next annual election of Directors and until his or their successor or successors shall be duly elected and qualified.

Attendance at Board meetings is mandatory. Failure of a member to attend three consecutive meetings will result in dismissal from the Board unless a majority of the remaining Directors determine that circumstances warrant retaining the member.

Review the proposed Highline Academy Bylaws in Appendix A for more information about governance.

Operation of the Board of Directors

The Highline Academy Board will meet the responsibilities of non-profit boards listed below. This list is taken from the BoardSource (formerly the National Center for Non-Profit Boards) website: www.ncnb.org. BoardSource is dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.

The Highline Academy Board will:

1. Determine the organization's mission and purpose. It is the board's responsibility to create and review a statement of mission and purpose that articulates the organization's goals, means, and primary constituents served.
2. Select the head administrator. The board must reach consensus on the head administrator's responsibilities and undertake a careful search to find the most qualified individual for the position.
3. Provide proper financial oversight. The board must assist in developing the annual budget and ensuring that proper financial controls are in place.

4. Ensure adequate resources. One of the board's foremost responsibilities is to provide adequate resources for the organization to fulfill its mission.
5. Ensure legal and ethical integrity and maintain accountability. The board is ultimately responsible for ensuring adherence to legal standards and ethical norms.
6. Ensure effective organizational planning. The board must actively participate in an overall planning process and assist in implementing and monitoring the plan's goals.
7. Recruit and orient new board members and assess board performance. All boards have a responsibility to articulate prerequisites for candidates, orient new members, and periodically and comprehensively evaluate its own performance.
8. Enhance the organization's public standing. The board should clearly articulate the school's mission, accomplishments, and goals to the public and garner support from the community.
9. Determine, monitor, and strengthen the organization's programs and services. The board's responsibility is to determine which programs are consistent with the organization's mission and to monitor their effectiveness.
10. Support the head administrator and assess his or her performance. The board should ensure that the head administrator has the moral and professional support he or she needs to further the goals of the school.

In addition, the Highline Academy Board will be responsible for developing board and school policies. The day-to-day operation of the school will be left to school staff.

The Board will meet at least eight times a year (approximately once a month when school is in session). All Board meetings will be open to the public. A majority vote of the Directors present at a Board meeting will constitute legal action by the Board. The Board may not act unless a quorum of two-thirds of the Board is present. The Board of Directors will fully comply with the requirements of the Colorado Open Meetings Law.

An annual Board retreat will be organized each winter following Board elections. This will include training and orientation for new board members, a review of key documents for all board members, and strategic planning for the coming school year.

Advisory Committees

The Board and/or the Administrator may form additional advisory committees to assist with policy setting and/or operation of the school. (Policy setting committees will report to the Board; operational committees will report to the school’s Administrator.) Committee membership may consist of a combination of school staff, parents, community members, and at least one board member. Examples of committees the school may implement include:

- Accountability—In compliance with state law (C.R.S. 22-7-106 and 107), to help evaluate the school’s progress toward meeting its stated goals and objectives; develop school improvement plans; survey parents, staff and students.
- Curriculum—To help evaluate the school’s curriculum and textbook choices on an ongoing basis.
- Hiring—To assist the Administrator with the interviewing and hiring process.
- Facilities—To aid development of a long-term facility plan; assist with minor repairs and improvements on the school building; and, potentially, assist with the acquisition of property maintenance services such as trash removal, carpet cleaning, etc.
- Finance—To give support in budget setting, financial statement review, and procuring of outside resources (such as an auditing firm), when necessary.
- Fundraising—To support grant writing and to research and develop other fund raising activities.
- Library—To assist with the development and on-going monitoring of a long-term Library Plan.
- Technology—To assist with development of a Technology Plan; identification of technology needs; and even, depending upon the skill of the committee members, assist with troubleshooting software and hard problems on an ongoing basis.

Parent and Community Involvement

Recognizing that parent and community involvement has an enormous impact on students’ successes in school, Highline Academy will work actively to involve parents and community members in the school’s programs. As Samuel Casey Carter explains in his book *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, the first trait of high-performing schools in parental accountability—extending the mission of the school to the home. He writes, “Today, a lack of parental involvement is often the first excuse for a school’s poor performance. But high-performing

principals have found that where academic achievement is the norm, parental support is not far behind” (13).

Parents will be asked to sign a Letter of Commitment that outlines the school’s expectations for parent involvement (see Appendix E for a sample of this letter). In addition to supporting their students’ academic achievement (via reading at home and homework help), parents will also be expected to commit 40 volunteer hours per school year (15 hours for single parent families). Requesting families to participate in this manner underscores the important part a family plays in the child’s education. The hours can be worked by any member of the child’s extended family or guardian’s family. This volunteer program also encourages and welcomes parents to be active, contributing members of the school community.

This volunteer time can be accomplished by performing a variety of tasks at the school, for example:

- Assistance in the office with filing, typing, and other administrative tasks.
- Classroom assistance – Xeroxing, preparing bulletin boards, performing research for the teachers, planning classroom parties, etc.
- Parent advisors to after-school ‘clubs’ such as Yearbook, Chess, Choir, or Drama.
- Fundraising.
- Joining and participating in the parent/teacher organization.
- Library support – cataloging and shelving books.
- Tutoring students after school.
- Help with school carpool.
- Share expertise for various Core Knowledge units.
- Organize PTO events.
- Chaperoning field trips.
- Help with special events and extracurricular activities at the school.

In addition, parents will always be welcome in the school and in classrooms. Such visits must be scheduled in advance, but Highline Academy will encourage parents to visit the school and be involved in day-to-day activities.

Non-Religious, Non-Sectarian Status

Highline Academy agrees that it shall operate, in all respects, as a non-sectarian, non-religious, non-home based public school.

Commitment to Non-Discrimination

Highline Academy shall comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, or ancestry.

Accountability

Highline Academy shall operate under the auspices of and be accountable to the District and subject to all District policies and regulations unless waived. See the Section 6: Evaluating Pupil Performance for more information on school accountability.

Section 10: EMPLOYEES

The Highline Academy employment policies can be found in Appendix H: Staff Policies and Procedures.

Staff Selection, Evaluation, and Employment Principles

The Academy will select its personnel directly without prior authorization from the District, subject to compliance with all federal and state rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board or other proper authority. The Academy's Board may terminate the employment of any personnel so long as such employees are not terminated for unlawful reasons. All people who perform services for the Academy will be considered "at-will" employees.

Highline Academy will hire administrative staff and teachers who can form a strong team capable of implementing the goals and mission of the school. The Academy Board of Director's will ensure that staff have the necessary tools to be successful and that a professional, facilitative atmosphere is present at the school. To be successful at Highline Academy, staff employed by the school must:

- Possess a belief that the goal of education is to benefit children; decisions should be made with the children's well-being the primary concern.
- Be committed to the goals, objectives and mission as set forth in this charter application.
- Be committed to the educational philosophy of Highline Academy.
- Realize that a teacher's expectations of a child often become self-fulfilling.
- Develop an expectation of success and excellence for the individual student and the school as a whole.
- Conduct his/her duties in a professional manner.
- Have a "can-do" attitude about any job that needs to be done, and a respectful attitude about discussing student and staff issues.

The Academy will adopt its own written policies (in compliance with federal and state law) concerning the recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures; provided, however, the Academy shall not have the authority, by virtue of such policies or procedures or other action of the Academy Board of Directors, to change the "at-will" nature of the employment relationship. A copy of the initial draft of the Academy's employment policies can be found in Appendix H.

Staff Evaluation

Staff at the Academy will be formally evaluated at least twice annually. Teachers and associate staff will be evaluated by the school's Principal. The school's Principal will be evaluated by the Academy's Board of Directors. This formal evaluation will include such items as salary, performance reviews, areas for improvement or where additional training is needed and goals for the following year. A crucial element of the annual evaluation for teachers will be an assessment of the test scores achieved by each teacher's classroom.

In addition to the annual formal evaluation, the Academy will implement a plan of more frequent, informal evaluations particularly in the case of staff new to the school. These informal evaluations will be conducted in a give-and-take manner. Staff will be encouraged to provide input on what is working and what is not and their input will be valued.

Equal Opportunity Employer

Highline Academy affirms that it shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

Employee Welfare and Safety

The Academy shall comply with all District policies, and applicable federal and state laws, concerning employee welfare, safety and health issues, including, without limitation, the requirements of federal law for a drug-free workplace.

Employee Records

The Academy shall comply with all District policies and regulations, and applicable federal and state laws concerning the maintenance and disclosure of employee records.

Terms and Conditions of Employment

The terms and conditions of employment will be reviewed with each employee at two different points in the hiring process: 1) During the interview process. It's important a potential employee understand the expectations and values of the Academy before accepting a position with the school. Likewise, it's important that the Academy have an assurance that a potential employee believes in and supports the Academy's mission, goals, objectives, and employee policies prior to going very far with the interview process; 2) The Academy will compile the terms and conditions of employment into an Employee Contract which will be signed by the Employee, the Academy Principal, and a Board member prior to the employee's first day on the job. An initial draft of this Employment Contract can be found in Appendix I.

Staff Qualifications

Highline Academy recognizes that the strongest indicator of student success is the quality of teachers. As Dr. William Sanders, the University of Tennessee math professor who became famous as the father of the Tennessee Value-Added Assessment System, explains the following in an article he wrote for the Fall 1999 issue of *Blueprint Magazine* entitled “Teachers, Teachers, Teachers:”

The most controversial part of our work [with individual longitudinal growth] has been this finding: the overwhelming importance of the classroom teacher in determining academic growth.

By measuring what I call the dimples and bubbles in each kid's own pathway - mathematically and simultaneously - we've been able to get a very fair measure of the school district, the school, and the individual classroom. And we've been able to demonstrate that ethnicity, poverty, and affluence can no longer be used as justifications for the failure to make academic progress.

The single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the individual classroom teacher.

The answer to why children learn well or not isn't race, it isn't poverty, it isn't even per-pupil expenditure at the elementary level. It's teachers, teachers, teachers.

The teacher's effect on academic growth dwarfs and nearly renders trivial all these other factors that people have historically worried about.

We know from research that it is extremely important that highly-qualified and truly committed teachers be hired. The school will recruit locally and, to a limited extent, nationally for experienced K-8 teachers. We will expect teachers hired at the Academy to possess four-year degrees and to demonstrate a true love for educating children. Once hired, teachers will receive substantial and ongoing professional development in Core Knowledge, the state standards, and the various programs being implemented by Highline Academy.

Highline Academy recognizes and understands the requirements for teacher quality under No Child Left Behind. The hiring committee will ensure that all teachers are either highly-qualified upon hiring, or that they become highly-qualified within one year of being hired by the school. In other words, if teachers cannot demonstrate competence in the subject areas they teach (through a college degree in that subject or other means acceptable to CDE), they will either have to pass the state's

competency exam, enroll in a licensure program, or take 24 hours of college courses in the subject area being taught. Highline Academy understands that by 2005 – 06, all teachers must be highly-qualified. The school will meet this requirement and will ensure at that time that any new hires are already highly-qualified.

In order to compete in the marketplace for qualified teaching staff, the Academy will establish a salary schedule that takes into account the Denver Public School’s Teacher Compensation Plan, other District charter schools salary schedules, salary levels at area private schools, and the uniqueness and benefits of the program the Academy will offer. Highline Academy will prepare job descriptions for each staff position prior to beginning recruitment. The school intends to purchase Special Education services from the District so that the school will be assured of adequately serving all special needs students that enroll. In addition, we have allocated money for a full-time on-site special education teacher.

All faculty and staff at Highline Academy will be screened by a criminal background check in accordance with District policy and State statute.

Performance Pay

Highline Academy intends to implement a Performance Pay Program for teachers as an incentive for quality teaching, and to demonstrate to teachers that their efforts are valued at the school. Performance pay will be based on administrator evaluation, parent surveys, students’ standardized test scores, and other factors deemed appropriate by school staff and the Highline Academy Board of Directors.

In a Finance Brief titled *Reinventing Teacher Compensation Systems*, issued by the Consortium for Policy Research in Education and written by Allan Odden & Carolyn Kelley in September 1995, the authors outline ten key process principles that should be met when developing a teacher compensation system. Highline Academy intends to adhere to these principles as much as possible in developing its own Performance Pay Program:

1. Involvement of all key parties, especially those whose compensation is being affected, is the preeminent principle for successfully changing compensation policies. The design team should be representative of the teachers, other staff included in the compensation program,

school levels, specialty areas, and administrators. While the public has a stake in the product, its involvement in the design process typically should be more restricted and advisory than those who are directly affected by the program.

2. Broad agreement of all parties on the most valued educational results, student achievement, is crucial. Without such agreement, it will be difficult if not impossible to align organizational goals and resources.
3. Performance to be rewarded should be measurable and the measurement method must be valid, reliable, and legally defensible. In a knowledge- and skill-based pay system, sound, comprehensive and objective evaluation systems need to be in place to assess teacher knowledge and skill development. With a group-based performance award system, there must be a mechanism by which to evaluate organizational products and processes, such as measures of student achievement and academic performance.
4. Adequate and stable funding must be assured to the extent possible. Lack of funding and a lack of a long-term funding commitment have been key aspects of the downfall of many efforts to reform compensation in education. Transition funds often are needed to move from the old to a new knowledge- and skill-based pay structure. Both knowledge- and skill-based programs and group-performance awards need a stable funding pool. Funding that is integrated within the school finance structure is less likely to be vulnerable to cuts than a separate funding pool.
5. Quotas, whether minimum or maximum, should be avoided. All schools meeting performance-improvement targets should be rewarded, not just a fixed percentage of schools. Similarly, all teachers should be given an opportunity to develop the fundamental knowledge and skills specified and rewarded in a knowledge- and skill-based pay plan. Organizational excellence is dependent on consistent rewards for improvements in performance and accessibility of the rewards to those motivated to achieve the rewards.
6. Make investments in ongoing professional development to support both knowledge- and skill-based pay systems and school-based performance award programs. Improved and changed instruction is a key tool in improving student achievement in a standards-based environment. Professional development must be provided that not only addresses knowledge or skill gaps, but that also addresses new or emerging types of knowledge and skill that are needed. Professional development funding should be no less than 2-3 percent of the operating budget.

7. General conditions of work must be addressed. The new compensation system should be integrated into the rest of the human resources system and other organizational processes. For example, a knowledge- and skill-based pay system should be consistent with teacher evaluation and professional development should be focused on skills included in the pay system. A school-based performance award program should be consistent with both the content and timing of the testing program.
8. Management maturity is important. Administrators and the school board should have good working relations, and the administration should develop a history of working cooperatively with teachers and their unions to further system goals and objectives. Restructuring the salary schedule should occur in an environment characterized by interest-based bargaining, in which each party recognizes the interests and concerns of the other parties and a relationship of trust exists.
9. Labor maturity goes hand-in-hand with the behavior of the administration. Teacher associations, and their members, need to have positive commitment to the academic goals of the school, good working relations among themselves, and a tradition of working with management toward education system key goals.
10. A commitment to review and revise the plan until it is "perfected" is the key to long-term success. Even the most well-thought out plans will have initial bugs or unintended consequences, and can be viewed with skepticism by some stakeholders. In addition, organizational context can change and require a modification at some point down the road. Thus, an organization needs persistence to continue implementation, to revise the plan when problems are identified, and to encourage full participation to see how the plan works when fully implemented. Positive risk-taking behavior should be encouraged by acknowledging even partial successes that can be attributed to the new compensation program.

Section 11: DENVER PUBLIC SCHOOLS RETIREMENT SYSTEM

Highline Academy and its staff will make the appropriate contributions to the Denver Public Schools Retirement System as required by law and District policy. The budget attached reflects the proper amounts for Denver Public Schools Retirement System in FY 2004-05 and reflects amounts

for contributions to the Public Employees' Retirement Association (PERA) beginning in FY 2005-06.

Section 12: LEGAL LIABILITY AND INSURANCE COVERAGE

Indemnification

To the extent not covered by insurance or otherwise barred by the Colorado Governmental Immunity Act, the Academy agrees to indemnify and hold the District and its agents and employees harmless from all liability, claims, and demands on account of injury, loss or damage, including and without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the Academy's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the Colorado Governmental Immunity Act.

Faith and Credit

The Academy agrees that it will not extend the faith and credit of the District to any third person or entity. The Academy acknowledges and agrees that it has no authority to enter into a contract that would bind the District, and that the Academy's authority to contract is limited by the same provisions in law or District policy that apply to the District itself, unless specific exemptions have been obtained. The Academy also is limited in its authority to contract by the amount of funds obtained from the District, as provided, or from other independent sources. The Academy Board of Directors shall be delegated authority to approve contracts to which the Academy is a party, subject to the requirements and limitations of the Colorado Constitution, state law, District policies, the provisions of the Charter Contract and this Charter Application.

Insurance

The Academy will arrange to acquire the following types of insurance: liability, worker's compensation, errors and omissions, property (building, if appropriate, and contents), and student accident and catastrophic accident insurance. The Academy will provide a certificate of such insurance to the District no later than July 1st of each year. The Academy intends to obtain

competitive quotes from insurers (including the Colorado Public Entity Risk Management Fund) before purchasing insurance.

Section 13: PUPIL TRANSPORTATION

Highline Academy does not plan to provide transportation for its students at this time. However, this is a topic of discussion we would like to pursue with the school district in the near future. We recognize that transportation to the charter school may be a barrier for school attendance particularly with students who are economically at-risk. We would like to explore this issue with school district personnel to see what options might be generated to accommodate the needs of the at-risk to ensure that all students have equal access to the Highline Academy.

Section 14: ENROLLMENT POLICY

Community Outreach

In order to generate community support and awareness, the Highline Academy Founding has scheduled six Open House/Question and Answer Sessions in the community. During these public meetings, parents in the community will have an opportunity to learn more about Highline Academy, ask questions, and get involved in planning the school. The meetings have taken or will take place in the Virginia Village Library's Community Room and are scheduled as follows:

- Wednesday, July 30, 6:30 – 8:00pm
- Monday, August 4, 6:30 – 8:00pm
- Saturday, August 9, 10:00am – 11:30am
- Wednesday, August 13, 6:30 – 8:00pm
- Saturday, August 23, 10:00 – 11:30am
- Tuesday, August 26, 6:30 – 8:00pm

The Highline Academy Founding Committee is working hard to make this proposed public school available to all members of the East Denver community. We feel very strongly that it is very important that the school's population represent the cultural and economic diversity of this community's citizens.

In addition to the community meetings mentioned above, the Committee has also done a community-wide mailing to 3,300 families in East Denver with children between the ages of 3 and 10. In addition, the Committee plans to go door-to-door to present families with additional information about this proposed school. In areas with heavy concentrations of Latino families, we will go door-to-door with a Spanish translator and brochures in Spanish. We are also distributing brochures about the school in churches, daycares, recreation centers, etc.

Because community outreach and support is so important to the Highline Academy, the Committee has contracted with SchoolStart, a non-profit organization that works with start-up schools, just to help us develop strategies in reaching out to the community and garnering community support.

School Districts

School Districts Where Students are Projected to Reside

As of August 20, 2003 Highline Academy had received Letters of Intent to Enroll for 147 students. The districts in which these students reside and the schools that these students currently attend are as follows:

Home School District	Number of Students
Denver Public Schools	120 (82 percent)
Cherry Creek School District	17 (12 percent)
Unknown	10 (7 percent)
<i>Total</i>	<i>147</i>

Type of School	Number of Students
Public schools	79 (54 percent)

Private schools	50 (34 percent)
Home school	0
Unknown	18 (12 percent)
<i>Total</i>	<i>147</i>

We predict that the majority of students will reside within the boundaries of the Denver Public School District; however, we are also targeting students in Cherry Creek School District. Although Highline Academy encourages all students from DPS and neighboring districts to enroll, if the school becomes oversubscribed, priority will be given to Denver Public School district students over students from other, nearby school districts.

Enrollment Procedure

Highline Academy has developed an enrollment policy consistent with federal law as specified in Title V, the charter school start-up funding legislation. The school will use a lottery to fill vacancies once the school becomes oversubscribed.

Enrollment Policy

Highline Academy will recruit students in a manner that ensures equal access to the school and does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Furthermore, Highline Academy’s Enrollment Policy, as defined below, is designed to:

1. Meet the requirements of Colorado Revised Statute 22-30.5-104 (3)
2. Ensure equal access to the school
3. Serve at-risk students (defined as those eligible for free and reduced lunch).

Priority for enrollment (up to 10% of the total enrollment) will be given to the following types of students:

- a. Children from founding families;
- b. Children of staff;
- c. Siblings of enrolled students.

If more than 46 students complete letters of intent to enroll for any grade (K-8), a lottery, by grade, will be held to prioritize the waiting list. The lottery will be held on March 15, 2004 for the start-up year and on February 15, 2004 in ensuing years.

Each year the public will be informed of the opportunity to enroll in Highline Academy and of the lottery by placing a newspaper ad in the local newspapers. Additionally, during the start-up year, the following methods are also being used to advertise the enrollment opportunity:

- Mass mailing of school brochure and enrollment form
- Door-to-door placement of flyers and enrollment forms
- Community meetings
- Attendance at the School Fair
- Notices sent to day care centers, neighborhood organizations, area churches, shopping centers, etc.

Section 15: DISTRICT WAIVERS

Highline Academy anticipates waiving a package of school district policies typical of new charter schools. Highline anticipates waiving a variety of policies around employment, curriculum, financial management, and other aspects of school operations where current district policy is inconsistent with a charter school's autonomy. Highline looks forward to working with district staff to determine how the district would like to handle those various waiver requests.

Section 16: STATE WAIVERS

Following approval and contract negotiation, Highline Academy anticipates jointly with DPS submitting waiver requests to the State Board of Education. Highline anticipates requesting a package of waivers typical of new charter schools (as summarized below), and does not foresee seeking to waive any unusual state statute without substantial advance notice to district staff.

Personnel Statutes – Teaching Staff

Highline Academy has adopted Employment Policies and procedures (please see Section i.5 of the application) that can replace the following state employment related statutes.

1. 22-9-106 Local Boards – Duties/ Performance Evaluations
2. 22-63-201 Teacher Employment – License Required
3. 22-63-202 Employment Contracts – To be in writing
4. 22-63-203 Probationary Teachers
5. 22-63-206 Transfer – Compensation
6. 22-63-301 Grounds for Dismissal
7. 22-63-302 Procedure for Dismissal
8. 22-63-401 Salary Schedule
9. 22-63-402 Services – Disbursements
10. 22-63-403 Payment of Salaries

Personnel Statutes – Administration

Highline Academy has adopted employment policies, job expectations, and evaluation protocol sufficient to replace the following state statutes.

1. 22-32-126 Principals – Employment and Authority

Section 17: FACILITY

Highline Academy is currently looking at space to lease in East Denver between Colorado Boulevard and Havana and between Colfax Avenue and Yale. These boundaries may change slightly based on the location of the majority of families wishing to attend the school. At this point in time, the Founding Committee is working with a realtor who has located three potential sites in this area (per square foot lease rates provided):

- 7482 E. 1st Avenue, Denver, CO 80230 (1st and Rampart in Lowry)
89,920 square feet available at \$5.00 per square foot (NNN)

- ❑ 4201 E. Yale Avenue, Denver, CO 80222 (Bank One University Hills Annex Building at Yale and Colorado Boulevard)
29,821 square feet available at \$10 - \$16 per square foot (modified gross)
- ❑ 5775 – 5785 E. 8th Avenue, Denver, CO 80220 (The Campus at Mayfair)
136,000 square feet available at \$8 - \$10 per square foot (NNN)

The Committee is currently evaluating these sites for safety, suitability for an educational purpose, and ability to eventually house the school’s entire K-8 program. It is also continuing to look in the area for other suitable options. Our final determination will be based upon >>>> (Please note that the budgets found in Appendix C assume a lease at \$300,000 for the first year and \$350,000 for each year thereafter. This budget line item may well turn out to be very conservative.)

The Founding Committee anticipates needing a minimum space of 25,000 square feet. Ideally we will find an appropriate building with close to 40,000 square feet. These figures are based on the following estimated configurations:

- ❑ Seventeen K-8 classrooms at 800 square feet per room (two per grades 1 – 8 and one for kindergarten) – 13,600 square feet
- ❑ One art room at 1,000 square feet
- ❑ One music room at 1,000 square feet
- ❑ Two foreign language rooms at 800 square feet per room -- 1,600 square feet
- ❑ Lunch/multi-purpose room at 3,000 square feet
- ❑ Administration and office space at 2,000 square feet
- ❑ Teacher’s lounge/board room at 800 square feet
- ❑ Library at 1,000 square feet
- ❑ Hallways, bathrooms, and other space at 3,000 square feet

Total of 27,000 square feet

The long term vision for Highline Academy is a building comprising at least 40,000 square feet that would provide for larger (1,000 sq. ft.) classrooms, ample ‘pull-out’ space where small-group or one-on-one tutoring could take place, a gymnasium/auditorium, and ample administrative space. The

budgets provided as part of this application predict a positive cash reserve balance at the end of each year. The Highline Academy intends to use this cash reserve along with funds raised through a targeted 'Building' campaign - perhaps within five years or perhaps beyond five years - as the 'seed' money toward purchasing land and building that would accommodate this long term vision.

Section 18: THIRD PARTY DISPUTE RESOLUTION PROCEDURE

Highline Academy proposes the following dispute resolution procedure:

“In the event any dispute arises between Denver Public Schools and the Academy relating to the interpretation or application of the contract, or any waiver, policy, or procedure, either party may request dispute resolution pursuant to this article. Upon such request, the Superintendent of the District, or his/her designee, and Academy Board Members, or their designees, shall meet and attempt in good faith to negotiate a resolution to the dispute. In the event such an informal meeting fails to resolve the dispute, the parties to the meeting shall submit the matter to the Denver Public Schools Board of Education for its consideration. Any resulting decision may be appealed to the State Board of Education concerning those matters within the State Board's jurisdiction under the Charter School Act.”

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Appendix A: PROPOSED BY-LAWS

PROPOSED BYLAWS OF HIGHLINE ACADEMY

ARTICLE I

NAME, LOCATION, MISSION AND OBJECTIVES

Section 1. Name. The name of the organization will be Highline Academy (Academy).

Section 2. Location.

The initial principal office of the Academy shall be at:

413 S. Oneida Way

Denver, Colorado 80224

The Academy may also have offices at such other places as the Board of Directors (Board) may, from time to time, appoint or the business of the Academy requires; provided, however, that the registered office be registered with the Secretary of the State of Colorado and the agent so registered be located at the same address, or otherwise as provided by the Board of Directors.

Section 3. Mission Statement

The mission of Highline Academy is to:

- Provide an academically challenging, content-rich, liberal arts curriculum that holds high expectations for all students.
- Develop strong critical-thinking skills in all students.
- Provide a safe environment where all students are known, respected, and valued as individuals of great potential.
- Establish a community that models and encourages character development, respect for diversity, and a sense of responsibility towards community.

ARTICLE II
MEMBERS

The Academy does not have Members. While persons who associate or attend programs of , participate in, contribute to, or benefit from the Academy may be referred to as “Member”, no rights, voting or other, will inure to such person.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The Board of Directors shall have conferred upon them all powers set forth in the Colorado Revised Nonprofit Corporation Act, except as those powers may be limited in the Articles of Incorporation or these By-laws.

Section 2. Organization. At the annual meeting of the Board of Directors the President shall act as Chairman, and the Secretary of the Academy, or in his absence any person appointed by the Chairman, shall act as Secretary of the Board.

Section 3. Number, Tenure and Qualifications.

A. The members of the Board of Directors of the Academy shall be natural persons at least eighteen years of age or older. The number of Directors of the Academy shall be not less than five or more than seven. The School Administrator will be an advisory, non-voting member of the Board. At least five of the Directors shall be elected by parents of the children enrolled at Highline Academy. The other two Directors may be appointed by the elected Directors. These appointments shall occur at the second Board meeting following the elections. Only one member per family may serve on the Board at any one time.

B. For the five Directors who will be elected, each family whose children attend the Academy and each staff member employed by the Academy will have one vote for each vacant Board seat. In the case of divorced parents, the custodial parent will vote. In the case of joint custody, each parent will have ½ vote. The Board elections shall occur in the first week in October. Those candidates receiving the most votes will fill the available seats on the Academy Board of

Directors. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating. Should a second tie occur, a result will be obtained by flipping a coin.

C. The initial Board of Directors shall be appointed by the Highline Academy Founding Committee, following the signing of the Operating Contract with the District. The first election as detailed in section B shall take place in the first week of October in the year 2005, near the conclusion of the first school year.

D. The initial Board of Directors shall serve staggered terms. The initial Board shall consist of at least two Directors who will serve a one-year term (ending in the spring of 2005), at least two Directors who will serve a two-year term (ending in the spring of 2006), and three Directors who will serve a three-year term (ending in the spring of 2007). If the initial Board of Directors only consists of five members, then all Directors will serve two- or three-year terms. Thereafter all newly elected Directors shall serve a two-year term. There shall be no restriction on the number of terms, consecutive or otherwise, that a trustee may serve.

Section 4. Resignations. Any Director of the Academy may resign at any time by giving written notice to the Board of Directors or to the President or to the Secretary of the Academy. Such resignation shall take effect on the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Deemed Resignation. A Director is deemed to have resigned for failure to attend three (3) meetings or other obligations and that failure is confirmed by a majority of the Board. The failure is effective as a resignation at the time of such vote.

Section 6. Removal by Board of Directors. Any Director may be removed with or without cause at any time by the affirmative vote of the majority of remaining Directors, cast at a special meeting of such Directors called for that purpose, and the vacancy on the Board caused by such removal will be filled by special election at the direction of the Board.

Section 7. Removal by Petition. If petition to remove one or more members is presented to the Board of Directors, such petition will compel the Board to add the petition as an item on the

agenda for the next regular Board meeting. Such a petition must contain the names of one-half of the total Highline Academy families and staff. A petition to remove one or more Directors must be provided to either the Board President or Secretary no less than fifteen days prior to the Board meeting date. Should the petition not be withdrawn, one month later the Board will submit the matter to a vote of the parents and staff of the Highline Academy.

Section 8. Vacancies. Subject to Section 6, as it relates to removal of a Director, in the event any vacancy occurs on the Board of Directors because of death, resignation, disqualification, or other cause, if the Director has completed less than half of his or her term, the Board of Directors will hold a special election to fill the vacancy. If the Director leaving the board has completed more than half of his or her term, the remaining Directors shall appoint a replacement. The Director or Directors so elected or appointed shall hold office until the next annual election of Directors and until his or their successor or successors shall be duly elected and qualified.

Section 9. Place of Meetings. The Board of Directors may hold its meetings, have one or more offices, and keep books and records of the Academy at such place or places within the State of Colorado, as the Board may, from time to time, determine.

Section 10. Regular Meetings. Regular meetings of the Board of Directors shall be held at least 8 times annually. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

Section 11. Special Meetings. Special meetings of the Board of Directors may be held whenever called by the President or by two of the Directors (If at any time there is only one Director, then one Director may call such meeting) at such time and place, within Colorado, as the person or persons calling the meeting shall designate. Notice of such meeting shall be given personally, or mailed to each Director, addressed to him at his residence or his usual place of business at least three (3) days before the day on which the meeting is to be held. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. Every such notice shall be published at least 24 hours in advance of the meeting, the notice will state the time, place and purpose of the meeting in accordance with Colorado's open meetings law. A Director may waive notice by signing a waiver of notice.

Section 12. Quorum and Manner of Acting. Except as otherwise provided by statute or by these By-laws, a majority of the Directors in office at the time of any regular or special meeting of the Board of Directors shall constitute a quorum for the transaction of business at such meeting and the act of a majority of the Directors present at the meeting at which a quorum is present shall be the act of the Board of Directors. In the absence of a quorum, a majority of the Directors present may, without notice other than announcement at the meeting, adjourn the meeting from time to time until a quorum can be had. The Directors present at a duly organized meeting of the Board may continue to transact business until adjournment, notwithstanding the withdrawal of enough Directors to leave less than a quorum.

Section 13. Committees. The Board of Directors, by resolution adopted by majority vote of the Directors, may designate and appoint one (1) or more committees of the Board of Directors. Such committees may exercise all authority as the resolution shall set forth or shall be granted by statute, and may be abolished by majority vote of the Directors. No such committee shall have the power or authority to elect, appoint or remove any Director; amend, restate, alter, or repeal the Articles of Incorporation; amend, restate, alter, or repeal these or any other By-laws of the Academy; approve a sale, lease, exchange, or other disposition of all or substantially all of the property of the Academy, with or without goodwill, other than in the usual and regular course of business subject to approval by the full Board of Directors; or to take any other action prohibited by law. Committee actions are limited by the requirements of state law.

Section 14. Compensation and Expenses. Directors shall receive no compensation for their services as members of the Highline Academy Board except that reimbursement may be made for any expenses incurred for the School by any Director pursuant to and upon authorization of the School Board. No part of the net revenue of the School shall inure to the benefit of, or be distributable to, its members, Trustees or trustees, officers, or other private persons.

Section 15. Powers and Duties. The Board of Directors shall have and exercise all such general powers as are usually exercised by the Board of Directors and stated in Section 1, above; and particularly to have all of the powers conferred by the Articles or Certificate of Incorporation, reference to which is hereby made, to elect, appoint or employ Officers, agents and other

representatives; to determine their duties and salaries; to require security in such instances as the Board may determine; to determine who shall sign notes, checks, drafts, contracts, deeds, reports and other documents; to delegate the powers of the Board from time to time to an executive committee, or other standing or special committees.

Anything in these Bylaws to the contrary notwithstanding, the Board of Directors is not empowered to perform any activity on behalf of the Academy not permitted to be carried on by an organization exempt from Federal income taxation under 501(c)(3) of the United States Internal Revenue Code.

Section 16. Standard of Conduct for Directors and Officers.

A. Each Director and Officer shall perform their duties as Director or Officer, including, without limitation, their duties as a member of any committee of the Board, in good faith, in a manner the Director or Officer reasonably believes to be in the best interest of the Academy, and with the care an ordinarily prudent person in a like position would exercise under similar circumstances. In the performance of their duties, a Director or Officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by the persons designated in subsection (b) below. However, a Director or Officer shall not be considered to be acting in good faith if the Director or Officer has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A Director or Officer shall not be liable to the Academy for any action the Director or Officer takes or omits to take as a Director or Officer if, in connection with such action or omission, the Director or Officer performs their duties in compliance with this Section 16. A Director or Officer, regardless of title, shall not be deemed to be a trustee with respect to the Academy or with respect to any property held or administered by the Academy including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

B. The designated persons on whom a Director or Officer are entitled to rely on are: (i) one or more Officers or employees of the Academy with whom the Director or Officer reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant, or other person as to matters which the Director or Officer reasonably believes to be within such person's profession or expert competence; (iii) a committee of the Board of Directors on which the Director or Officer does not serve if the Director reasonably believes the committee merits confidence.

ARTICLE IV
BOARD OBJECTIVES AND RESPONSIBILITIES

Section 1. Objectives

The objectives of the Board of Directors are as follows:

A. To ensure that the Mission Statement and Operating Contract between Highline Academy and Denver Public School District #1 are adhered to in all activities and decisions of the Board, staff, students, parents and Academy advisory committees.

B. To serve as final authority in matters affecting staffing, budget, curriculum, calendar decisions and Academy concerns, and to ensure that these are consistent with and promote the educational goals of the Mission Statement, Operating Contract and official Academy policy.

C. To encourage faculty, parents and students to be aware and responsive to the needs and concerns of the Academy as a whole, and of the unique learning styles, challenges and talents of individual students.

D. To act as the official voice of Highline Academy with regard to public information, media contacts, and public relations.

E. To adopt policy and procedures which will govern the Academy. These policies and procedures will adhere to the Mission Statement.

Section 2. Board Responsibilities

The following sets forth the general duties and responsibilities of the Board of Directors as a whole, and its individual members.

A. The Board shall set and enforce policy and assure that the Academy is run in a manner consistent with the Mission Statement and in compliance with all applicable laws, the Charter, and Operating Contract.

B. The Board shall develop and approve an annual budget, and operate within that budget.

C. The Board shall appoint members to standing and ad hoc committees. Those elected to the Board will be expected to serve on a minimum of one standing committee.

D. The Board will establish and publish the school calendar, including any changes made during the school year.

E. The Board shall be responsible for the maintenance of any records required by law or provided for by the Operating Contract.

F. The Board shall negotiate and approve any changes to or renewals of the facilities lease, its use and maintenance, and shall establish policy for facilities use.

G. The Board shall convene at least eight times per year, subject to Open Meetings Law, and will provide an opportunity for public input. In addition, the Board may convene work sessions as it deems appropriate.

H. The Board shall adopt and administer a grievance policy and procedure.

I. The Board shall approve an enrollment policy, and assure compliance with all aspects of such policy.

J. The Board shall approve or disapprove all hiring and termination recommendations, and approve all staff employment contracts.

K. The Board shall enforce all contract issues, including employment, leases, and charter agreements with the District or State of Colorado.

L. The Board shall be responsible for the implementation and monitoring of a code of conduct and discipline policy, consistent with the applicable law and the Operating Contract.

M. The Board shall perform other such duties as appropriate and necessary to the safe and effective operation of the Academy, and which promote the Academy's commitment to educational excellence.

N. The Board shall not carry on activities or use the Academy's assets to support propaganda or otherwise attempt to influence legislation. The Board shall not participate or intervene in any political campaign on behalf of any candidate for public office.

ARTICLE V

OFFICERS

Section 1. Number. The Officers of the Academy shall be a President, a Secretary, a Treasurer, and such other Officers as may be appointed in accordance with the provisions of Section 3 of this Article V.

Section 2. Election, Term of Office and Qualifications. The Officers of the Academy shall be chosen by and from the Board of Directors at the first Board meeting following the fall elections. Each Officer, except such Officers as may be appointed in accordance with the provisions of Section 3 of this Article V shall continue in office until his successor shall have been duly elected and qualified in his stead, or until he shall have resigned and his resignation shall have become effective or until he shall have been removed in the manner hereinafter provided. The appointment of an Officer shall not, in itself, create a contractual right.

Section 3. Subordinate Officers, Committees and Agents. The Board of Directors may appoint such other Officers, committees and agents as it may deem necessary, including Vice Presidents, one or more Assistant Treasurers and one or more Assistant Secretaries, each of whom shall hold office for such period, have such authority and perform such duties as the Board of Directors may from time to time determine. The Board of Directors may delegate to any Officer or committee the power to appoint, and to prescribe the authority and duties of any such subordinate Officers, committees, or agents.

Section 4. Removal. Any Officer or agent may be removed either with or without cause, by the Board of Directors at any regular or special meeting thereof, or by any committee or superior Officer upon whom such power of removal may be conferred by the Board of Directors. An Officer, who is removed from office, may deliver a statement to that effect to the Secretary of State. Such removal from office does not affect the contractual rights, if any, of the Academy or of the person removed from office.

Section 5. Resignation. Any Officer may resign at any time by giving written notice to the Board of Director, to the President or to the Secretary of the Academy. Such resignations shall take effect at the date of receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. An Officer who resigns may deliver a statement to that effect to the Secretary of State. Such resignation, does not affect the contractual rights, if any, of the Academy or of the person who resigned.

Section 6. Vacancies. A vacancy in office because of death, resignation, removal, disqualification or any other cause may be filled for the unexpired portion of the term in the manner prescribed in the By-laws for regular appointments or election to such office.

Section 7. Powers and Duties. The Officers of the Academy shall have such powers and duties as usually pertain to their office, except as modified by the Board of Directors, and shall also have such powers and duties as may from time to time be conferred upon them by the Board of Directors. The general powers and duties of the primary Officers are as follows:

a. President. The President shall be the principal executive Officer of the Academy, and, subject to the control of the Board of Directors, shall in general supervise and control all of the business affairs of the Academy. The President shall also act as the Chairman of the Board and be the presiding Officer at meetings of the Board of Directors unless otherwise specified by resolution of the Board of Directors. The President may sign, with the Secretary or any other authorized Officer of the Academy, any deeds, mortgages, bonds, contracts or other instruments authorized to be executed, except where the signing and execution thereof shall be expressly delegated to some other Officer or agent of the Academy, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

b. Vice-President. The Vice-President, if any, shall, in the absence of the President, or in the event of the President's inability to act, conduct all Directors meetings and shall have the authority, in the absence of the President, to sign all minutes of meetings transcribed by the Secretary, bonds, deeds, agreements or other instruments in writing made and entered into by, or on behalf of, the Academy wherein the capital of said Academy is or may be impaired, encumbered or otherwise affected and to perform such other administrative functions in the absence of the President as may be deemed necessary or beneficial to the affairs of this Academy. The Vice-President shall attend all Directors meetings and shall serve as general advisor to the President.

c. Secretary. The Secretary shall keep the minutes of the Board of Directors' meetings in the Minute Book of the Academy; see that all notices are duly given in accordance with the provisions of these By-laws or as required by law; be custodian of the corporate records and of the Seal of the Academy and, if required, see that the Seal is affixed to all documents, the execution of which is duly authorized; and in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of

Directors. In the absence of the Secretary or his inability to perform his duties, such duties may be performed by an assistant Secretary or by a Secretary pro tempore appointed at any meeting by the Chairman of the Board.

d. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have custody of the corporate funds and securities, and shall keep full and accurate accounts of all receipts and disbursements, and of the financial and business transactions of the Academy in books belonging to the Academy; shall deposit all moneys and securities and other valuable effects of the Academy in such banks and depositories as the Board may direct; shall, either alone or in conjunction with others, named by Resolution of the Board, have power to withdraw by check or draft or other order, the funds of the Academy on deposit in any bank or safe deposit box. When so requested by the President or the Board of Directors, he shall from time to time make written reports to them showing the financial condition of the Academy, and shall perform such other duties as the Board may designate. In the absence of the Treasurer or the inability to perform the duties of the office, such duties may be performed by an assistant treasurer or other person designated by the Board.

ARTICLE VI

INDEMNIFICATION

Section 1. Definitions. For purposes of this Article:

(a) The terms “Director or Officer” shall include a person who, while serving as a Director or Officer of the Academy, is or was serving at the request of the Academy as a Director, Officer, partner, member, manager, trustee, employee, fiduciary or agent of another foreign or domestic corporation, nonprofit corporation or other person or employee benefit plan. The term “Director or Officer” shall also include the estate or personal representative of a Director or Officer, unless the context otherwise requires.

(b) The term “proceeding” shall mean any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, whether formal or informal, any appeal in such an action, suit, or proceeding, and any inquiry or investigation that could lead to such an action, suit, or proceeding.

(c) The term “party” includes an individual who is, was, or is threatened to be made a named defendant or respondent in a proceeding.

(d) The term “liability” shall mean any obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to an employee benefit plan), or reasonable expense incurred with respect to a proceeding.

(e) When used with respect to a Director, the phrase “official capacity” shall mean the office of a Director in the Academy, and, when used with respect to a person other than a Director, shall mean the office in the Academy held by the Officer or the employment, fiduciary or agency relationship undertaken by the employee or agent on behalf of the corporation, but in neither case shall include service for any foreign or domestic corporation or for any other person, employee benefit plan, or other enterprise.

Section 2. General Provisions. The Academy may indemnify any person who is or was a party or is threatened to be made a party to any proceeding by reason of the fact that such person is or was a Director or Officer of the Academy, against expenses (including attorneys’ fees), liability, judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such proceeding if such person (a) acted in good faith, (b) reasonably believed, in the case of conduct in an official capacity with the Academy, that the conduct was in the best interests of the Academy and, in all other cases, that the conduct was at least not opposed to the best interests of the Academy, and (c) with respect to any criminal proceeding, had no reasonable cause to believe that the conduct was unlawful. However, no person shall be entitled to indemnification under this Section 2 either: (A) in connection with a proceeding brought by or in the right of the Academy in which the Director or Officer was adjudged liable to the Academy; or (B) in connection with any other proceeding charging improper personal benefit to the Director or Officer, whether or not involving action in that person’s official capacity, in which the Officer or Director is ultimately adjudged liable on the basis that the Director or Officer improperly received personal benefit. Indemnification under this Section 2 in connection with a proceeding brought by or of the Academy shall be limited to reasonable expenses incurred in connection with the proceeding. The termination of any action, suit, or proceeding by judgment, order, settlement, or conviction or upon a plea of *nolo contendere* or its equivalent shall not of itself be determinative that the person did not meet the standard of conduct set forth in this Section 2.

Section 3. Successful Defense on the Merits: Expenses. To the extent that a Director or Officer of the Academy has been wholly successful on the merits in defense of any proceeding to which he was a party, such person shall be indemnified against reasonable expenses (including attorneys' fees) actually and reasonably incurred in connection with such proceeding.

Section 4. Determination of Right to Indemnification. Any indemnification under Section 2 of this Article (unless ordered by a court) shall be made by the Academy only as authorized in each specific case upon a determination that indemnification of the Director or Officer is permissible under the circumstances because such person met the applicable standard of conduct set forth in Section 2. Such determination shall be made: (a) by the Board of Directors by a majority vote of a quorum of disinterested Directors who at the time of the vote are not, were not, and are not threatened to be made parties to the proceeding; or (b) if such a quorum cannot be obtained, by the vote of a majority of the members of a committee of the Board of Directors designated the board, which committee shall consist of two or more Directors who are not parties to the proceeding (Directors who are parties to the proceeding may participate in the designation of Directors to serve on such committee); or (c) if such a quorum of the Board of Directors cannot be obtained or such a committee cannot be established, or even if such a quorum is obtained or such a committee is so designated, but such quorum or committee so directs, then by independent legal counsel selected by the Board of Directors in accordance with the preceding procedures. Authorization of indemnification and evaluation as to the reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that, if the determination that indemnification is permissible is made by independent legal counsel, authorization of indemnification and evaluation of legal expenses shall be made by the body that selected such counsel.

Section 5. Advance Payment of Expenses: Undertaking to Repay. The Academy may pay for or reimburse the reasonable expenses (including attorneys' fees) incurred by a Director or Officer who is a party to proceeding in advance of the final disposition of the proceeding if: (a) the Director or Officer furnishes the Academy a written affirmation of the Director's or Officer's good faith belief that the person has met the standard of conduct set forth in Section 2; (b) the Director or Officer furnishes the Academy with a written undertaking, executed personally or on the

Director's or Officer's behalf, to repay the advance if it is determined that the person did not meet the standard of conduct set forth in Section 2, which undertaking shall be an unlimited general obligation of the Director or Officer but which need not be secured and which may be accepted without reference to financial ability to make repayment; and (c) a determination is made by the body authorizing indemnification that the facts then known to such body would not preclude indemnification.

Section 6. Other Employees and Agents. The Academy shall indemnify such other employees and agents of the Academy to the same extent and in the same manner as is provided above in Section 2 with respect to Directors and Officers, by adopting a resolution by a majority of the members of the Board of Directors specifically identifying by name or by position the employees or agents entitled to indemnification.

Section 8. Insurance. The Board of Directors may exercise the Academy's power to purchase and maintain insurance (including without limitation insurance for legal expenses and costs incurred in connection with defending any claim, proceeding, or lawsuit) on behalf of any person who is or was a Director, Officer, employee, fiduciary of another domestic or foreign corporation, nonprofit corporation or other person or an employee benefit plan of the Academy against any liability asserted against the person or incurred by the person in any such capacity or arising out of the person's status as such, whether or not the Academy would have the power to indemnify that person against such liability under the provisions of this Article.

Section 9. Nonexclusivity of Article. The indemnification provided by this Article shall not be deemed exclusive of any other rights and procedures to which one indemnified may be entitled under the Articles of Incorporation, any By-law, agreement, resolution of disinterested Directors, or otherwise, both as to action in such person's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a Director or Officer, and shall inure to the benefit of such person's heirs, executors, and administrators.

ARTICLE VII
CONTRACTS, CHECKS, DRAFTS, BANK ACCOUNTS, ETC.

Section 1. Contracts, Etc. How Executed. The Board of Directors, except as in these By-laws otherwise provided, may authorize any Officer or Officers or agent or agents of the Academy to enter into any contract or execute and deliver any instrument in the name and on behalf of the Academy. Such authority may be general or confined to specific instances, and unless so authorized by the Board of Directors, no Officer, agent or employee shall have any power or authority to bind the Academy by any contract or engagement or to pledge its credit or to render it liable financially for any purpose or to any amount.

Section 2. Loans. No loans shall be contracted on behalf of the Academy and no negotiable papers shall be issued in its name, unless authorized by the Board of Directors. When so authorized, any Officer for the Academy may effect loans and advances at any time for the Academy or individual, and for such loans and advances, may make, execute and deliver promissory notes or other evidences of indebtedness of the Academy; and when authorized as security for the payment of any and all loans, advances, indebtedness and liabilities of the Academy may mortgage, pledge, hypothecate or transfer any real or personal property at any time held by the Academy and to that end execute instruments of mortgage or pledge or otherwise transfer said property. Such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy shall be signed by such Officer or Officers, agent or agents of the Academy and in such manner as shall from time to time be determined by resolution of the Board Directors.

Section 4. Deposits. All funds of the Academy not otherwise employed shall be deposited from time to time to the credit of the Academy in such banks, trust companies or other depositories as the Board of Directors may select.

Section 5. Gifts. The Board of Directors may accept on behalf of the Academy any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Academy.

Section 6. Investment Managers. The Board of Directors shall have the authority to designate any bank, trust company, brokerage firm, or investment advisor to manage the assets and investments of the Academy.

ARTICLE VIII

BOOKS AND RECORDS

Section 1. Corporate Records. The Academy shall keep as permanent record minutes of all meetings of its Board of Directors including a record of all actions taken by the Board, and a record of all waivers of notices of meetings of the Board of Directors. The Academy shall also maintain the following records: (a) appropriate accounting records; (b) its Articles of Incorporation and By-laws; (c) a list of the names and business or home addresses of its current Directors and Officers; (d) a copy of its most recent corporate report delivered to the Secretary of State; and (e) all financial statements prepared for periods during the last three years.

Section 2. Inspection and Copying of Corporate Records for Tax Exempt Organization. Pursuant to Internal Revenue Code §6104, a copy of the Academy's Application for Tax Exemption under §501 of the Internal Revenue Code and any informational returns filed with the Internal Revenue Service (i.e. Form 990) must be kept at the Academy's principal office and be available for inspection to the public during regular business hours. The Academy must either allow interested persons to photocopy such documents or photocopy such documents for interested persons. The Academy may charge up to the maximum amount allowed by the Internal Revenue Service for such photocopying and postage.

ARTICLE IX
CONFLICTS OF INTEREST

Section 1. Definition. As used in this Article, “Conflicting Interest Transaction” means: a contract, transaction, or other financial relationship between the Academy and a Director of the Academy, or between the Academy and a party related to a Director or between the Academy and an entity in which a Director of the Academy is a Director, Officer or has a pecuniary interest.

Section 2. Loans. No loans shall be made by the Academy to its Directors or Officers. Any Director or Officer who assents to or participates in the making of any such loan shall be liable to the Academy for the amount of such loan until the repayment thereof.

Section 3. Transactions. Members of the Board of Directors hold a position of trust, created in the interest of the common good and for the benefit of the Academy. It is the intent of this Section to maintain public confidence and prevent the use of public office for private gain. Directors will disclose any known or potential conflicts of interest in writing to the Board of Directors prior to the time set for voting on any such transaction and will not be present during a vote on the matter or attempt to influence the decisions of other Directors in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Board action will occur relating to the matter disclosed. Failure by a Director to bring notice of a potential conflict of interest to the attention of the Board may constitute cause for removal of the member from the Board.

Section 4. Quorum Count. Common or interested Directors may be counted in determining the presence of a quorum at meetings of the Board of Directors or of a committee, which authorizes, approves, or ratifies the Conflicting Interest Transaction.

Section 5. Related Defined. For the purposes of this Article, a party related to the Director shall mean a spouse, a descendent, an ancestor, a sibling, the spouse of a descendent of a sibling, an estate or trust in which the Director or a party related to the Director has a beneficial interest, or an entity in which the party related to a Director is a Director, Officer, or has a pecuniary interest.

ARTICLE X
MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the Academy shall coincide with the fiscal year of the Denver Public School District 1.

Section 2. Waiver of Notice. Whenever any notice is required to be given under the provisions of the Colorado Revised Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or the By-laws of the Academy, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 3. Gender. The masculine gender is used in these Bylaws as a matter of convenience only and shall be interpreted to include the feminine gender as the circumstances indicate.

Section 4. Conflicts. In the event of any irreconcilable conflict between these Bylaws and either the Academy's Articles of Incorporation or applicable law, the latter shall control.

Section 5. Definitions. Except as otherwise specifically provided in these Bylaws, all terms used in these Bylaws shall have the same definition as in the Colorado Revised Nonprofit Corporation Act, as amended.

Section 6. Receipt of Notice by the Academy. Notices and other documents or writings shall be deemed to have been received by the Academy when they are actually received: (a) at the registered office of the Academy in Colorado; (b) at the principle office of the Academy addressed to the attention of the Secretary of the Academy; (c) by the Secretary of the Academy wherever the Secretary may be found; or (d) by any other person authorized from time to time by the Board of Directors or the President to receive such writings wherever such person is found.

ARTICLE XI
AMENDMENTS

The power to alter, amend or repeal these Bylaws or adopt new Bylaws is vested in the Board of Directors.

I CERTIFY THAT these Bylaws were adopted by the Academy at the meeting of the Board of Directors by the Board of Directors effective **[Date adopted]**.

Secretary of Highline Academy

Appendix B: LETTER OF INTENT TO ENROLL

Highline Academy Letter of Intent to Enroll

This Letter of Intent will be used to demonstrate to Denver Public Schools that there is adequate support for this proposed charter school. Signing this Letter of Intent does not obligate the student to attend the Highline Academy nor does it guarantee admission. All parents and students will be required to attend a pre-enrollment meeting prior to the school's opening.

I, _____, am interested in sending my child(ren) to Highline Academy, a proposed DPS charter school to be located in East Denver, scheduled to open in the Fall of 2004, as indicated below. I am aware that this letter serves only as a demonstration of my support to found a new public charter school in Denver Public Schools. This letter in no way guarantees my child's enrollment in this school, nor does it legally bind me to enroll my child(ren). I understand that if the school is oversubscribed for any grade, the school will hold a lottery to determine enrollment.

Parent/Guardian Signature

Date

Please list every child whom you are interested in enrolling in the school.

Full Name of Child	Date of Birth	Desired Year to Enter School (school will open August 2004)	Grade Level Entering in August 2004 (if applicable)—school will open with grades K through 6	What school would this child attend if not attending Highline Academy?

Name of Mother/Guardian: _____

Phone (day): _____ Phone (evening): _____

Name of Father/Guardian: _____

Phone (day): _____ Phone (evening): _____

Student's Home Address: _____

City, State, Zip: _____ Email Address: _____

Name of Home School District: _____

- What is the primary language spoken in the home? _____
- Would you be interested in full-day kindergarten? _____
- Would you be interested in before and after school programs? _____
- Would you consider taking a leadership position in the school (e.g. Board member, committee member, etc.)? _____
If yes, please explain: _____
- Do have skills or experience that you would be willing to share that might benefit the school (e.g. real estate, law, education, finances, etc.)? _____ If yes, please explain: _____

Please mail this form to:

Highline Academy
P.O. Box 201421, Denver, CO 80220-7421

Questions? Call 303-875-2195 or email HighlineAcademy@yahoo.com

Appendix C: BUDGET

We include here two proposed budgets. The first budget includes income generated from grants, which we anticipate applying for and receiving. The second budget excludes this income line item in the case that we are unsuccessful in receiving any grants.

BUDGET THAT INCLUDES GRANT MONEY

Account Description	FY 2004-05 Budget	FY 2005-06 Budget	FY 2006-07 Budget	FY 2007-08 Budget	FY 2008-09 Budget	Comments
	K-6 (299 FTE)	K-7 (339 FTE)	K-8 (379 FTE)	K-8 (379 FTE)	K-8 (379 FTE)	
Revenues						
Before & After Program	\$0	\$0	\$0	\$0	\$0	PPR includes Cap./Ins. Reserve
Interest Income	\$0	\$0	\$0	\$0	\$0	Income (\$262/student in 1st yr.);
Activities - K	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	This amount (\$79,386 total in 1st yr.) will be used to offset the anticipated building lease costs; It will be tracked in a cap. reserve fund, as required.
Activities - 1st	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 2nd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 3rd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 4th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 5th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 6th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 7th	\$0	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 8th	\$0	\$0	\$1,000	\$1,000	\$1,000	

Activities - General	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Other Income	\$0	\$0	\$0	\$0	\$0	
Full-Day Kindergarten	\$46,000	\$46,920	\$47,858	\$48,816	\$49,792	23 @ \$200/mo. for 10 months
Grants/Donations	\$175,000	\$87,500	\$43,750	\$0	\$0	Est. based on past experience
PPR	\$1,811,799	\$2,095,263	\$2,389,342	\$2,437,129	\$2,485,871	299 FTE @ (\$6,378.45 * 95%) +
Capital Construction Rev.	\$0	\$0	\$0	\$0	\$0	2%/yr. + 40 FTE in yrs. 2 & 3
Title Revenue	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
Total Revenues	\$2,054,799	\$2,252,683	\$2,504,950	\$2,509,944	\$2,559,663	

Expenses

Principal/Asst. Principal	\$70,000	\$124,900	\$131,145	\$135,079	\$139,132	Add Asst. Principal in year 2
Teachers - K-8	\$490,000	\$599,200	\$702,660	\$723,740	\$745,452	
Teachers - Specials	\$175,000	\$187,250	\$196,613	\$202,511	\$208,586	2 tchers. added in 2nd and 3rd yr
Teacher Aide. Salaries	\$36,000	\$38,520	\$60,396	\$62,208	\$64,074	2 Aides in yrs. 1&2; 3 in yr. 3
Substitute Teachers	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	
Administrative Staff	\$60,000	\$64,200	\$67,410	\$69,432	\$71,515	Infl. 3%/yr. unl. otherwise noted
Special Education Staff	\$45,000	\$48,150	\$50,558	\$52,074	\$53,636	Salaries 7%/yr. for yr. 2, 5% for yr. 3, 3% for yrs 4 & 5
Maintenance Staff	\$30,000	\$32,100	\$33,705	\$34,716	\$35,758	
Salaries - Other	\$70,000	\$80,000	\$90,000	\$92,700	\$95,481	Performance pay/coaching/misc.
Medicare	\$14,370	\$17,252	\$19,552	\$20,138	\$20,742	
SUI	\$2,973	\$3,569	\$4,045	\$4,167	\$4,292	
DPS Ret./PERA Expense	\$147,659	\$120,762	\$136,863	\$140,968	\$145,197	Assumes PERA in FY05-06
Health Insurance	\$75,000	\$82,500	\$90,750	\$99,825	\$109,808	Inflation @ 10%/yr.
Benefits - Other	\$0	\$0	\$0	\$0	\$0	
Special Education Services	\$104,949	\$122,559	\$137,020	\$141,131	\$145,365	Incl. \$351/FTE (req)
Water	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	+ 40 FTE in yrs. 2 & 3
Sewer	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	

Legal Services	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	
Consulting Services	\$0	\$0	\$0	\$0	\$0	
Audit/Accounting Services	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004	
Computer Services	\$20,000	\$5,000	\$5,150	\$5,305	\$5,464	Incl. SASI set-up & T-1 line (Req.)
Bank Service Charge	\$500	\$515	\$530	\$546	\$563	
Other Professional Services	\$15,000	\$5,000	\$5,150	\$5,305	\$5,464	Incl. architects, etc.
Gas	\$4,500	\$4,635	\$4,774	\$4,917	\$5,065	
Electricity	\$23,000	\$23,690	\$24,401	\$25,133	\$25,887	
Disposal Services	\$3,600	\$3,708	\$3,819	\$3,934	\$4,052	
Custodial Services	\$0	\$0	\$0	\$0	\$0	
Repairs & Maintenance	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Lease - Land/Building	\$300,000	\$350,000	\$350,000	\$350,000	\$350,000	App. 17% of PPR in yr.1
Rental - Other	\$0	\$0	\$0	\$0	\$0	
Activities - K	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 1st	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 2nd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 3rd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 4th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 5th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 6th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 7th	\$0	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 8th	\$0	\$0	\$1,000	\$1,000	\$1,000	
Activities - General	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Telephone - Basic	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Telephone - Long Distance	\$500	\$515	\$530	\$546	\$563	
Postage	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	

Advertising	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	
Printing/Binding	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259	
Professional Development	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Supplies - K	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 1st	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 2nd	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 3rd	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 4th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 5th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 6th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 7th	\$0	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 8th	\$0	\$0	\$1,061	\$1,093	\$1,126	
Supplies - Spanish	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251	
Art Supplies	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - Music	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - PE	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - General	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	
Supplies - Office	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Cleaning Supplies	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506	
Nursing Supplies	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688	
Small Equip/Furn - Classroom	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Books/Periodicals - K	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	*Curriculum lines include
Books/Periodicals - 1st	\$9,000	\$5,000	\$5,000	\$5,000	\$5,000	specific program costs by grade
Books/Periodicals - 2nd	\$9,000	\$5,000	\$5,000	\$5,000	\$5,000	
Books/Periodicals - 3rd	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 4th	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	

Books/Periodicals - 5th	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 6th	\$10,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 7th	\$0	\$10,000	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 8th	\$0	\$0	\$10,000	\$1,500	\$1,500	
Books/Periodicals - Spanish	\$3,500	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - General	\$2,500	\$5,000	\$25,000	\$10,000	\$10,000	Grant funds in yrs. 1-3
Electronic Media Materials	\$10,000	\$10,000	\$10,000	\$5,000	\$5,000	Grant funds in yrs. 1-3
Equipment - Tech. (Lease)	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	Grant funds in yrs. 1-3
Equipment - Technology	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Equipment - Misc	\$5,000	\$25,000	\$25,000	\$5,000	\$5,000	Grant funds in yrs. 1-3
Equipment - Furniture	\$5,000	\$15,000	\$15,000	\$500	\$500	Grant funds in yrs. 1-3
Dues & Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Liability Insurance	\$25,000	\$26,250	\$27,563	\$28,941	\$30,388	Inflation @ 5%
Miscellaneous	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	
Total Expenses	\$1,989,551	\$2,249,160	\$2,479,080	\$2,480,917	\$2,548,361	
Net Excess (Deficit)	\$65,249	\$3,523	\$25,870	\$29,028	\$11,303	
Beginning Fund Balance	\$0	\$65,249	\$68,772	\$94,642	\$123,670	
Ending Fund Balance	\$65,249	\$68,772	\$94,642	\$123,670	\$134,972	
Restricted (TABOR)	\$59,687	\$67,475	\$74,372	\$74,427	\$76,451	
Unrestricted	\$5,562	\$1,297	\$20,269	\$49,242	\$58,521	Goal of reaching 5% unrestricted fund balance & maintaining in future years (Actually reach 2.3% by yr. 5 in this scenario)

BUDGET THAT EXCLUDES GRANT MONEY

Account Description	FY 2004-05 Budget	FY 2005-06 Budget	FY 2006-07 Budget	FY 2007-08 Budget	FY 2008-09 Budget	Comments
	K-6 (303 FTE)	K-7 (339 FTE)	K-8 (379 FTE)	K-8 (379 FTE)	K-8 (379 FTE)	
Revenues						
Before & After Program	\$0	\$0	\$0	\$0	\$0	PPR includes Cap./Ins. Reserve
Interest Income	\$0	\$0	\$0	\$0	\$0	Income (\$262/student in 1st yr.);
Activities - K	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	This amount (\$79,386 total in
Activities - 1st	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	1st yr.) will be used to offset the
Activities - 2nd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	anticipated building lease costs;
Activities - 3rd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	It will be tracked in a cap. reserve
Activities - 4th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	fund, as required.
Activities - 5th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 6th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 7th	\$0	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 8th	\$0	\$0	\$1,000	\$1,000	\$1,000	
Activities - General	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Other Income	\$0	\$0	\$0	\$0	\$0	
Full-Day Kindergarten	\$46,000	\$46,920	\$47,858	\$48,816	\$49,792	23 @ \$200/mo. for 10 months
Grants/Donations	\$0	\$0	\$0	\$0	\$0	
PPR	\$1,836,037	\$2,095,263	\$2,389,342	\$2,437,129	\$2,485,871	303 FTE @ (\$6,378.45 * 95%) +
Capital Construction Rev.	\$0	\$0	\$0	\$0	\$0	2%/yr. + 36 FTE in yr. 2 +
Title Revenue	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	40 FTE in yr. 3
Total Revenues	\$1,904,037	\$2,165,183	\$2,461,200	\$2,509,944	\$2,559,663	
Expenses						
Principal/Asst. Principal	\$70,000	\$124,900	\$131,145	\$135,079	\$139,132	24 students/class in grades 4&5 for 1st year only
Teachers - K-8	\$462,000	\$564,960	\$664,608	\$684,546	\$705,083	Add Asst. Principal in year 2
Teachers - Specials	\$165,000	\$176,550	\$185,378	\$190,939	\$196,667	2 tchers. added in 2nd and 3rd yr
Teacher Aide. Salaries	\$36,000	\$38,520	\$60,396	\$62,208	\$64,074	2 Aides in yrs. 1 & 2; 3 in yr. 3

Substitute Teachers	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	
Administrative Staff	\$60,000	\$64,200	\$67,410	\$69,432	\$71,515	Infl. 3%/yr. unl. otherwise noted
Special Education Staff	\$45,000	\$48,150	\$50,558	\$52,074	\$53,636	Salaries 7%/yr. for yr. 2, 5% for
Maintenance Staff	\$30,000	\$32,100	\$33,705	\$34,716	\$35,758	yr. 3, 3% for yrs 4&5
Salaries - Other	\$10,000	\$80,000	\$90,000	\$92,700	\$95,481	Perf. Pay (beg. Yr.
Medicare	\$12,949	\$16,600	\$18,837	\$19,402	\$19,984	2)/coaching/misc.
SUI	\$2,679	\$3,434	\$3,897	\$4,014	\$4,135	
DPS Ret./PERA Expense	\$133,057	\$116,200	\$131,860	\$135,816	\$139,890	Assumes PERA in FY05-06
Health Insurance	\$75,000	\$82,500	\$90,750	\$99,825	\$109,808	Inflation @ 10%/yr.
Benefits - Other	\$0	\$0	\$0	\$0	\$0	
Special Education Services	\$106,353	\$122,559	\$137,020	\$141,131	\$145,365	Incl. \$351/FTE (req)
Water	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	+ 36 FTE in yr.2 + 40 FTE in yr.
Sewer	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	3
Legal Services	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	
Consulting Services	\$0	\$0	\$0	\$0	\$0	
Audit/Accounting Services	\$8,000	\$8,240	\$8,487	\$8,742	\$9,004	
Computer Services	\$20,000	\$5,000	\$5,150	\$5,305	\$5,464	Incl. SASI set-up & T-1 line
Bank Service Charge	\$500	\$515	\$530	\$546	\$563	(Req.)
Other Professional Services	\$15,000	\$5,000	\$5,150	\$5,305	\$5,464	Incl. architects, etc.
Gas	\$4,500	\$4,635	\$4,774	\$4,917	\$5,065	
Electricity	\$23,000	\$23,690	\$24,401	\$25,133	\$25,887	
Disposal Services	\$3,600	\$3,708	\$3,819	\$3,934	\$4,052	
Custodial Services	\$0	\$0	\$0	\$0	\$0	
Repairs & Maintenance	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Lease - Land/Building	\$300,000	\$350,000	\$350,000	\$350,000	\$350,000	App. 17% of PPR in yr.1
Rental - Other	\$0	\$0	\$0	\$0	\$0	
Activities - K	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 1st	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 2nd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 3rd	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 4th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	

Activities - 5th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 6th	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 7th	\$0	\$1,000	\$1,000	\$1,000	\$1,000	
Activities - 8th	\$0	\$0	\$1,000	\$1,000	\$1,000	
Activities - General	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	
Telephone - Basic	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Telephone - Long Distance	\$500	\$515	\$530	\$546	\$563	
Postage	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	
Advertising	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814	
Printing/Binding	\$18,000	\$18,540	\$19,096	\$19,669	\$20,259	
Professional Development	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Supplies - K	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 1st	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 2nd	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 3rd	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 4th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 5th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 6th	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 7th	\$0	\$1,030	\$1,061	\$1,093	\$1,126	
Supplies - 8th	\$0	\$0	\$1,061	\$1,093	\$1,126	
Supplies - Spanish	\$2,000	\$2,060	\$2,122	\$2,185	\$2,251	
Art Supplies	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - Music	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - PE	\$3,500	\$3,605	\$3,713	\$3,825	\$3,939	
Supplies - General	\$15,000	\$15,450	\$15,914	\$16,391	\$16,883	
Supplies - Office	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Cleaning Supplies	\$12,000	\$12,360	\$12,731	\$13,113	\$13,506	
Nursing Supplies	\$1,500	\$1,545	\$1,591	\$1,639	\$1,688	
Small Equip/Furn - Classroom	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Books/Periodicals - K	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	*Curriculum lines include
Books/Periodicals - 1st	\$9,000	\$5,000	\$5,000	\$5,000	\$5,000	specific program costs by grade
Books/Periodicals - 2nd	\$9,000	\$5,000	\$5,000	\$5,000	\$5,000	
Books/Periodicals - 3rd	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	

Books/Periodicals - 4th	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 5th	\$9,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 6th	\$10,000	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 7th	\$0	\$10,000	\$1,500	\$1,500	\$1,500	
Books/Periodicals - 8th	\$0	\$0	\$10,000	\$1,500	\$1,500	
Books/Periodicals - Spanish	\$3,500	\$1,500	\$1,500	\$1,500	\$1,500	
Books/Periodicals - General	\$2,500	\$5,000	\$25,000	\$10,000	\$10,000	Grant funding would supplement
Electronic Media Materials	\$5,000	\$5,000	\$10,000	\$5,000	\$5,000	Grant funding would supplement
Equipment - Tech. (Lease)	\$0	\$25,000	\$50,000	\$50,000	\$50,000	Grant funding would supplement
Equipment - Technology	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	
Equipment - Misc	\$5,000	\$5,000	\$25,000	\$5,000	\$5,000	Grant funding would supplement
Equipment - Furniture	\$5,000	\$5,000	\$15,000	\$500	\$500	Grant funding would supplement
Dues & Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Liability Insurance	\$25,000	\$26,250	\$27,563	\$28,941	\$30,388	Inflation @ 5%
Miscellaneous	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	<u>\$5,000</u>	
Total Expenses	\$1,846,638	\$2,138,872	\$2,423,928	\$2,424,110	\$2,489,850	
Net Excess (Deficit)	\$57,400	\$26,311	\$37,272	\$85,834	\$69,814	
Beginning Fund Balance	\$0	\$57,400	\$83,711	\$120,983	\$206,817	
Ending Fund Balance	\$57,400	\$83,711	\$120,983	\$206,817	\$276,631	
Restricted (TABOR)	\$55,399	\$64,166	\$72,718	\$72,723	\$74,695	
Unrestricted	\$2,000	\$19,545	\$48,265	\$134,094	\$201,935	Goal of reaching 5% unrestricted fund balance & maintaining in future years (Actually reach 3.8% by yr. 5 in this scenario)

Account Description	Number FTE	Salary Amount	Comments
Salaries			
Principal/Asst. Principal	1.0	\$70,000	Asst. Principal added in year 2
Teachers - K-6	14.0	\$490,000	
Teachers - Specials	5.0	\$175,000	Spanish/Comp./PE/Art/Music
Teacher Aides	2.0	\$36,000	Assumes 2 in year one, 3 in year two, and 4 in future
Substitute Teachers	0.0	\$15,000	
Administrative Staff	2.0	\$60,000	Administrative Asst./Business Manager
Special Ed. Staff	1.0	\$45,000	
Maintenance Staff	1.0	\$30,000	
Salaries - Other	0.0	\$70,000	Bonuses/Contingency/Coaches
Total Salaries	26.0	\$991,000	

**Benefit
Amount**

Benefits			
Medicare		\$14,370	
SUI		\$2,973	
DPS Retirement		\$147,659	Est. at 14.9% (4.9%+10.0%); Will change w/PERA conversion
Health Insurance		\$75,000	Est. at \$3,000 per employee
Other Benefits		\$0	
Total Benefits		\$240,002	

Appendix D: PROPOSED DAILY AND ANNUAL ACADEMIC SCHEDULE

Draft Daily Academic Schedule (grades K - 4)

Student Hours: 8:00 am to 3:30 pm M-F

8: 00 - 8:15	Homeroom/ Attendance/ Announcements	
8: 15 - 8:30	Speech / Character Education	15 minutes
8:30 - 10:00	Reading/ Spelling	90 minutes
10:00 - 10:45	Math	45 minutes
10:45 - 11:00	Recess (grades K-4)	15 minutes
11:00 - 11:45	Social Studies	45 minutes
11:45 -12:15	Spanish/ ESL/ teacher planning	30 minutes
12:15 -1:05	Lunch/ Recess	25/20 minutes
1:05 - 1:20	DEAR	15 minutes
1:20 - 2:00	Specials/ teacher planning	45 minutes
2:00 - 2:45	Writing/ English	40 minutes
2:45 - 3:15	Science	35 minutes
3:15 - 3:30	Accelerated Reader/ Journals/ Homework	15 minutes

*We anticipate slight modifications to this schedule for different grade levels.

- ❑ The Highline Academy daily schedule will be 7.5 hours, 45 minutes longer than the schedule at traditional DPS elementary schools. These extra 45 minutes per day add up to approximately 18 extra days per school year.
- ❑ Highline Academy's goal is to offer students a challenging academic program with a focus on literacy. This schedule reflects a daily total of 165 minutes in the content areas of reading and writing to best meet this important goal.
- ❑ In order to differentiate in the areas of math and reading, these classes are scheduled at the same time in all grade levels to allow for ability grouping
- ❑ A longer school day and school year is vital to the academic achievement/success of each student
- ❑ Spanish and ESL classes will be taught at all grade levels in order to best meet the needs of the school population
- ❑ DEAR: "Drop Everything and Read"

- ❑ Accelerated Reader is a computer based reading program that assesses individual student comprehension, vocabulary and critical thinking skills

Proposed Annual Calendar

The proposed calendar below is based on the 2003 – 04 school year. Adjustments would be made for the following school year.

August 6 – 15	Teacher training
August 18	1 st Semester begins
September 1	School holiday—Labor Day
October 17	Core Knowledge Conference—no school for students
November 11	School holiday—Veterans Day
November 26-28	School holiday—Thanksgiving break
December 19	1 st Semester ends
Dec. 22 – Jan. 2	School holiday—Winter vacation
January 5	Planning day
January 6	2 nd Semester begins
January 19	School Holiday—Martin Luther King Day
February 16	School Holiday—Presidents’ Day
April 5 – 9	School Holiday—Spring Break
May 27	2 nd Semester ends

	1st Semester	2nd Semester	TOTAL
Highline Academy	84 days	96 days	180 days
DPS Traditional Calendar	81 days	93.5 days	174.5 days

Appendix E:

PARENT LETTER OF COMMITMENT

All parents who enroll their children at Highline Academy will be expected to read and sign the following letter:

We believe that by taking shared responsibility for learning, we can insure that the children enrolled at Highline Academy will be successful learners and members of our community.

At Highline Academy the Board of Directors, staff, parents and students pledge to work together to meet the school’s mission, which is to:

- Provide an academically challenging, content-rich, liberal arts curriculum that holds high expectations for all students.
- Develop strong critical-thinking skills in all students.
- Provide a safe environment where all students are known, respected, and valued as individuals of great potential.
- Establish a community that models and encourages character development, respect for diversity, and a sense of responsibility towards community.

Specifically, parents agree to:

- Ensure that their child(ren) are in school everyday, except for illness or other legitimate reasons. Parents agree to make every attempt to schedule appointments after school whenever possible.
- Ensure that their child(ren) come to school each day on time, neatly dressed in their uniform, and prepared to learn.
- Provide a regular time and quiet atmosphere for child(ren) to complete homework.
- Monitor homework completion on a nightly basis.
- Support learning at home by reading at least 15 minutes with their child(ren) every night.
- Assist their child(ren) with projects and attend student presentations and performances whenever possible.
- Attend all parent-teacher conferences each year.
- Support the school’s programs by volunteering at least 40 hours per year (or 15 hours per year for single parent families).
- Purchase the school supplies required by the teacher and agree to pay, on time, any fees associated with field trips, the before/after school program, full-day kindergarten, or other fees. Parents unable to pay these fees should contact the Principal to discuss financial assistance.
- Support the rigorous Core Knowledge curriculum by regularly asking their child(ren) about their activities at school.

Parent Commitment:

By signing this Letter of Commitment, I _____ (parent/guardian) agree to meet the conditions outlined above in order to best support my child(ren)’s academic success at Highline Academy.

Signed: _____ Date: _____

Please list the names and grades (in fall of 2004) of all children you have enrolled at the school:

_____	_____
_____	_____
_____	_____

Appendix F: CSAP DATA FROM COLORADO SCHOOLS USING OPEN COURT READING

The following CSAP data is from Colorado schools using Open Court Reading. Data from grades three through five is included here. The first column for each year shows the number of students proficient and advanced, and the second column shows the difference between the number proficient and advanced compared to the state average. This information is taken from the website of the Core Knowledge Coordinator of Colorado (www.ckcolorado.org).

Grade 3

School Name	2000	Points +/-	2001	Points +/-	2002	Points +/-
Academy of Charter Schools	73%	+4	79%	+7	73%	+1
Cherry Creek Academ	85%	+16	82%	+10	89%	+17
Frontier Academy	77%	+8	84%	+12	85%	+13
Lincoln Academy	88%	+19	91%	+19	83%	+11
Littleton Academy	92%	+23	98%	+26	94%	+22
Littleton Prep Academy	66%	-3	80%	+8	85%	+13
Monument Academy	95%	+26	95%	+23	97%	+25
Swallows Charter Academy	91%	+22	86%	+14	95%	+23
Twin Peaks Charter School	83%	+14	94%	+22	81%	+9
State Average	69%	+14.3	72%	+15.7	72%	+14.9

Grade 4

School Name	2000	Points +/-	2001	Points +/-	2002	Points +/-
Academy of Charter Schools	50%	-10	74%	+11	65%	+4
Cherry Creek Academy	94%	+34	98%	+35	82%	+21
Frontier Academy	67%	+7	76%	+13	60%	-1

Lincoln Academy	74%	+14	74%	+11	93%	+32
Littleton Academy	86%	+26	83%	+20	98%	+37
Littleton Prep Academy	48%	-12	62%	-1	74%	+13
Monument Academy	88%	+28	88%	+25	80%	+19
Swallows Charter Academy	81%	+21	91%	+28	83%	+22
Twin Peaks Charter School	73%	+13	85%	+22	88%	+27
Woodrow Wilson Academy	NA		77%	+14	75%	+14
State Average	60%	+13.4	63%	+17.8	61%	+18.8

Grade 5

School Name	2001	Points + / -	2002	Points + / -
Academy of Charter Schools	63%	-1	69%	+6
Cherry Creek Academy	100%	+36	96%	+33
Frontier Academy	70%	+6	76%	+13
Lincoln Academy	83%	+19	81%	+18
Littleton Academy	91%	+27	96%	+33
Littleton Prep Academy	77%	+13	65%	+2
Monument Academy	91%	+27	94%	+31
Swallows Charter Academy	89%	+25	95%	+32
Twin Peaks Charter School	77%	+13	94%	+31
State Average	64%	+18.3	63%	+22.1

Appendix G: CSAP DATA FROM COLORADO SCHOOLS USING SAXON MATH

The following CSAP data is from Colorado schools using Open Court Reading. Data from grades three through five is included here. The first column for each year shows the number of students proficient and advanced, and the second column shows the difference between the number proficient and advanced compared to the state average. This information is taken from the website of the Core Knowledge Coordinator of Colorado (www.ckcolorado.org).

Grade 5

School Name	2000	Points +/-	2001	Points +/-	2002	Points +/-
Cheyenne Mtn. Charter Academy	68%	+21	67%	+16	90%	+35
Excel Academy	78%	+31	N/A	N/A	67%	+12
Frontier Academy	38%	-9	64%	+13	78%	+23
Lincoln Academy	77%	+30	72%	+21	81%	+26
Littleton Academy	78%	+31	89%	+38	94%	+39
Monument Academy	72%	+25	73%	+22	81%	+26
Parker Core Knowledge Charter School	92%	+45	81%	+30	91%	+36
Platte River Academy	79%	+32	68%	+17	92%	+37
Rocky Mountain Academy	N/A	N/A	N/A	N/A	79%	+24
Swallows Charter Academy	67%	+20	79%	+28	90%	+35
The Classical Academy	74%	+27	92%	+41	86%	+31
Twin Peaks Charter School	77%	+30	56%	+5	85%	+30
State Average	47%	+25.7	51%	+23.1	55%	+29.5

Grade 6

School Name	2002	Points
-------------	------	--------

		+ / -
Cheyenne Mtn. Charter Academy	96%	+45
Lincoln Academy	75%	+24
Littleton Academy	85%	+34
Monument Academy	80%	+29
Parker Core Knowledge Charter School	86%	+35
Platte River Academy	79%	+28
Rocky Mountain Academy	72%	+21
Swallows Charter Academy	78%	+27
The Classical Academy	88%	+37
Twin Peaks Charter School	71%	+20
State Average	51%	+30

Grade 7

School Name	2002	Points + / -
Cheyenne Mtn. Charter Academy	83%	+52
Littleton Academy	73%	+34
Monument Academy	64%	+25
Parker Core Knowledge Charter School	77%	+38
Platte River Academy	73%	+34
Rocky Mountain Academy	50%	+11
Swallows Charter Academy	50%	+11
The Classical Academy	70%	+31
Twin Peaks Charter School	74%	+35
State Average	39%	+30.1

Grade 8

School Name	2000	Points + / -	2001	Points + / -	2002	Points + / -
Cheyenne Mtn. Charter Academy	62%	+29	NA	NA	92%	+53
Littleton Academy	52%	+19	60%	+23	78%	+39
Monument Academy	48%	+15	62%	+25	63%	+24
Parker Core Knowledge Charter School	65%	+32	70%	+33	75%	+36
Platte River Academy	39%	+6	NA	NA	71%	+32
The Classical Academy	59%	+26	71%	+34	68%	+29
Twin Peaks Charter School	26%	-7	64%	+27	71%	+32
State Average	33%	+17.1	37%	+28.4	39%	+35

Appendix H:

STAFF POLICIES AND PROCEDURES

What follows is a draft of the staff policies and procedures that Highline Academy intends to follow. These policies and procedures are modeled after those used by several successful charter schools. It is anticipated that some minor changes and adjustments will be made as we get closer to opening the school.

Highline Academy

Draft Staff Policies and Procedures

INTRODUCTORY STATEMENT

This staff handbook applies to all employees and is intended to provide guidelines and summary information about the school's general policies, procedures, benefits, and rules of conduct. It is important that you read, understand, become familiar with, and comply with the handbook. Please talk with the Principal if you have any questions or need additional information.

It is obviously not possible to anticipate every situation that may arise in the work place or to provide information that answers every possible question. As a result, Highline Academy reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. Highline Academy also reserves complete discretion to interpret the provisions of the handbook and how they apply to any situation that may arise.

This manual merely presents guidelines and summary information regarding school policies, practices and benefits, and therefore, its contents cannot be construed or treated as an employment contract, a binding promise, or any other type of legal commitment or document.

If there is a conflict between the provisions of this employee handbook and those set forth in the terms of a staff member's individual written contract, the terms of the individual written contract shall prevail.

If there is a conflict between the provisions of this handbook and any oral statements made by any employee or agent of Highline Academy, either before or after your receipt of this handbook, the terms of this handbook shall prevail. No employee or agent of Highline Academy has the authority to make any contractual or legally binding commitment to an employee, except the President of the Governing Board and the Principal of Highline

Academy, and then, only if the commitment is made in an express written contract signed by you and both of them.

SECTION I: Employment Practices

EMPLOYMENT AT-WILL

Employment is with the mutual consent of you and Highline Academy. Consequently, both you and Highline Academy have the right to terminate the employment relationship at any time, with or without explanation, justification, cause or advance notice. You have no property interest in your continued employment. This employment at-will relationship will remain in effect throughout your employment with Highline Academy unless it is specifically modified by an express written agreement signed by you and the President of the Governing Board and the Principal of Highline Academy.

This employment at-will relationship may not be modified by any oral or implied agreement.

TEACHER EMPLOYMENT CONTRACTS

Teachers employed by Highline Academy will be required to sign a contract defining specific terms and conditions of their employment, so long as they remain employed, in the ensuing year. This contract then becomes a commitment made between Highline Academy and the teacher. Employment at-will is incorporated in all agreements. Therefore, teachers under such written contracts have no property interest in continued employment.

EQUAL EMPLOYMENT OPPORTUNITY

Highline Academy is committed to compliance with all applicable equal employment opportunity laws, prohibiting discrimination on the basis of race, color, religion, ancestry, national origin, sex, marital status, disability, or age. This applies to all employment practices, including hiring, promotions, training, disciplinary action, termination, and benefits.

Highline Academy expects all employees to show respect and sensitivity toward all other employees and to demonstrate a commitment to the school's equal opportunity objectives. If you observe a violation of this policy, you should report it immediately to the Principal or President of the Governing Board. Violation of this policy may result in disciplinary action, including possible termination of employment.

IMMIGRATION REFORM AND CONTROL ACT OF 1986

Highline Academy is committed to full compliance with the federal immigration laws and will not knowingly hire or continue to employ anyone who does not have the legal right to work in the United States. At the time of your hire, you will be required to provide documentation verifying your identity and legal authority to work in the United States.

EMPLOYMENT OF MINORS

If you are not at least 18 years of age, you are required by law to provide a valid Work Permit, High School Diploma, or Certificate of Proficiency, before you will be allowed to work. The employment of minors is restricted by the terms and conditions of the Work Permit, as well as the provisions of state and federal law.

EMPLOYMENT OF RELATIVES

Relatives of employees will receive the same consideration as any other applicant for a job opening and will not be accorded preferential treatment in employment matters. However, related employees may not be permitted to work in the same department or a direct supervisory relationship, because of employee morale, security, or other legitimate business reasons, unless pre-approved by the Principal and Governing Board of Highline Academy. In addition, Highline Academy may require a related employee to transfer or resign if there is a conflict of interest or management problem of supervision that cannot be resolved.

INTERNET ACCEPTABLE USE POLICY FOR STAFF

Access to the Internet is available at Highline Academy. There is a wealth of information available through the Internet that can serve to enhance and augment curriculum. Staff members are able to access information on charter schools, research and help their students better understand the vastness of information available on the Internet. To this end, Highline Academy is providing access to staff members after each person has read, agreed to and signed the Acceptable Use Policy.

Specific Guidelines

Any staff member accessing the Internet will be trained on the proper uses of the Internet. Use of the Internet is a privilege and inappropriate use will result in a cancellation of those privileges. Staff members must have a signed Acceptable Use Policy on file with the Principal. The form shall be signed at the Beginning of the school year for use that same year.

WORK RULES AND PERFORMANCE STANDARDS

Employment is with the mutual consent of you and Highline Academy. Consequently, both you and the school have the right to terminate the employment

relationship at any time, with or without explanation, justification, cause or advance notice. You have no property interest in your continued employment.

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following are presented only as examples of conduct that will likely result in disciplinary action. You are responsible for understanding and following these standards and work rules. Employees who do not comply may be subject to disciplinary action, including possible termination of employment.

Job Performance:

Employees may be disciplined, including possible termination, for poor job performance, as determined by Highline Academy in its exclusive discretion. Some examples of poor job performance are as follows:

- below average work quality or quantity
- poor attitude, including rudeness or lack of cooperation
- excessive absenteeism, tardiness, or abuse of break and meal privileges
- failure to follow instructions or school policies and procedures

Misconduct:

Employees may also be disciplined, including possible termination, for misconduct as determined by Highline Academy in its exclusive discretion. Some examples of misconduct are as follows:

- insubordination
- abuse, misuse, theft, or the unauthorized possession or removal of Highline Academy or school district property or the personal property of others;
- falsifying or making a material omission on Highline Academy records, reports, or other documents, including payroll, personnel, and employment records
- divulging confidential school information to unauthorized persons
- disorderly conduct on school property or in the presence of students or their parents, including fighting or attempted bodily injury, or the use of profane, abusive, or threatening language toward others, or possession of a weapon
- behavior that violates any law, whether or not the employee is prosecuted, which adversely affects the school's interests
- conviction in court or a guilty or nolo contendere pleas as to any crime, which may cause the employee to be regarded as unsuitable for continued employment
- violation of the school's or school district's alcohol, drugs, and controlled substances policy
- marking or signing the time record of another employee or knowingly allowing another employee to mark or sign your time record.

SECTION II: Employee Benefits

GROUP INSURANCE PLANS

Employees who regularly work 20 or more hours per week, in the exclusive judgment of Highline Academy, will become eligible for participation in Highline Academy's group medical and dental insurance plans on the first day of the month following 30 days of such employment.

Highline Academy provides each full-time employee an insurance benefit allotment, in an amount set by Highline Academy, to be used towards benefit premiums. If an eligible employee elects not to participate in the group medical and dental insurance plans, the insurance benefit allotment is not paid to the employee and reverts back to Highline Academy. Detailed information about the plans will be made available at the time of enrollment.

EDUCATIONAL ASSISTANCE AND PROFESSIONAL MEMBERSHIPS

Where it can be demonstrated that Highline Academy will benefit from an employee's participation in an educational program (conference/seminar) or professional organization, the related expenses may be paid by Highline Academy. Requests for payment of expenses related to educational programs and professional organizations must be approved in advance by the Principal, provided funds are available.

BEREAVEMENT PAY

Full time and part-time employees will be eligible for paid Bereavement Leave Time. Full-time employees will receive up to 3 days of pay and part-time employees will receive a pro rata amount based on their work schedule. This leave is granted to arrange and/or attend the funeral of an immediate family member. Immediate family member for the purpose of this policy is defined as the employee's grandparents, parents, step-parents, legal spouse, mother-in-law, father-in-law, brother, sister, or child.

Employees who require more than 3 days away from work may request a personal leave of absence, without pay, subject to the provisions of Highline Academy's leave of absence policies stated in this handbook. **Bereavement pay will not be considered as hours worked for the calculation of overtime.**

PROFESSIONAL LEAVE

Professional leave may be granted if the program or information to be learned is deemed by the Principal to be beneficial to Highline Academy. Professional leave must be approved by the Principal in advance. Teachers will receive regular salaried

compensation for these approved professional leave absences. These days will not be charged to the teacher's days of Personal leave.

PERSONAL LEAVE

Salaried Employees

Full-time salaried employees who are employed at the start of an academic year are provided with 10 days of paid Personal leave for use in that academic year. Full-time salaried employees who start employment during an academic year are provided with paid Personal leave on a prorated basis, based on the estimated percentage of the academic year remaining, as determined by Highline Academy in its discretion. Likewise, part-time salaried employees are provided with paid Personal leave on a prorated basis, based on the number of hours they work in a regular week, as determined by Highline Academy in its discretion. For example, a salaried employee who regularly works 20 hours per week, who starts an academic year, would be allotted 5 days of paid Personal leave.

This paid Personal leave may be used (a) for any of the four reasons when Family and Medical leave (discussed below) may be taken, or (b) for personal business. Exceptions may be granted by the Principal, with the approval of the Governing Board. In most instances, "Personal business" does not include applying for, interviewing for, or accepting an offer of employment with another. Employees who seek or accept other employment during a Personal leave of absence, without Highline Academy's prior written approval, will be subject to disciplinary action, including the possible termination of employment.

Personal leave pay is not accumulated from one academic year to the next. Staff, excepting teachers and teacher associates, will not be paid for unused personal leave upon the termination of employment or at the end of an academic year. Teachers and teaching associates will be compensated for any personal leave not taken during the school year. Compensation will occur at the end of the school year or upon the termination of employment during the academic year on a pro-rated basis. The compensation will be the equivalent of half the individual teacher's daily rate multiplied by the number of personal leave days not taken. Personal leave will not be considered as hours worked for the calculation of overtime.

Hourly Employees

Full-time hourly employees who are employed at the start of an academic year are provided with 3 days of paid Personal leave for use in that academic year. Full-time hourly employees who start employment during an academic year are provided with paid Personal leave on a prorated basis, based on the estimated percentage of the academic year remaining, as determined by Highline Academy in its discretion.

Full-time hourly employees who are continuing employment at Highline Academy from the previous school year are entitled to payment for Personal leave from the start of the current school year. Full-time hourly employees new to Highline Academy are entitled to Personal leave benefits upon the successful completion of a 90-day probation period. Leave taken during the probation period will qualify for retroactive compensation once the probation period has expired.

This paid Personal leave may be used (a) for any of the four reasons when Family and Medical leave (discussed below) may be taken, or (b) for personal business. Exceptions may be granted by the Principal, with the approval of the Governing Board. In most instances, “Personal business” does not include applying for, interviewing for, or accepting an offer of employment with another. Employees who seek or accept other employment during a Personal leave of absence, without Highline Academy’s prior written approval, will be subject to disciplinary action, including the possible termination of employment.

At the end of the school year, hourly employees will be compensated at their scheduled hourly rate for any Personal leave not taken during that school year.

FAMILY AND MEDICAL LEAVE

Each employee of Highline Academy who is employed at the start of an academic year, whether paid on a salaried or hourly basis, whether exempt or non-exempt, and whether full-time or part-time, may take up to a total of 12 weeks of unpaid Family and Medical leave during that academic year. Employees who start employment during an academic year are provided with unpaid Family and Medical leave on a prorated basis, based on the estimated percentage of the academic year remaining, as determined by Highline Academy in its discretion.

Family and Medical leave may be used for one or more of the following reasons: (1) the birth and care of an employee’s child; (2) placement with an employee or the employee’s spouse of a child for adoption or foster care; (3) to care for the employee’s spouse, child, or parent, if they have a serious health condition; or (4) when the employee is unable to perform the functions of his/her position because of a serious health condition. “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility, or that involves continuing treatment by a health care provider.

Family and Medical Leave may be taken intermittently or on a reduced leave schedule only for an employee’s serious health condition or when the employee’s leave is for the caring for the employee’s spouse, child or parent with a serious health condition, and only when the intermittent or reduced leave schedule is medically necessary. Intermittent means sporadic. For example, you may need to take a Family and Medical leave four days per month during a six-month period for a prescribed medical treatment. A reduced leave schedule is a part-time schedule. For

example, you may need to work four hours a day for a certain period of time so that you can obtain physical therapy.

Please contact the Principal as soon as possible if you need a Family or Medical leave. Additional information will be provided when a leave is requested. Unless your need for leave is not foreseeable, you must provide 30 days' advance notice of your request for leave and must obtain advance written approval from the Principal. You may be required to provide documentation to, and have periodic communications with, Highline Academy substantiating your basis for taking a Family and Medical leave of absence.

If you are requesting Family and Medical leave because of your own serious health condition or that of your spouse, minor child or parent, you may be required to provide a written certification of a health care provider that a serious health condition exists. Second or third opinions from other health care providers at Highline Academy's expense may be required. Recertification may also be required from time-to-time. If you are on Family and Medical leave due to your own serious health condition, you may also be required to provide Highline Academy with written certification from your health care provider that you are able to return to work. If your leave is due to your own serious health condition, you must notify the Principal in writing, every 30 days during your leave, of your current health status and the date you intend to return to work.

During your Family and Medical leave, Highline Academy will continue to pay the employer's share of premiums for your group medical and dental insurance plans. If you would like to continue your group medical and dental insurance plans during your leave, you must pay the employee's share of the premiums during the leave. In some instances, you will be expected to pre-pay such premiums for the anticipated duration of your leave. If the premiums are not pre-paid, you will be billed for such premiums. All amounts which are normally deducted from your paycheck for such benefits will be billed to you during any Family and Medical leave. The coverage will remain in effect for the duration of your Family and Medical leave or until such time as you are 30 days' delinquent in payment of your share of the premium cost.

Family and Medical leave is unpaid. Family and medical leave time is not accumulated from one academic year to the next. Employees will not be paid for the unused Family and Medical leave time upon the termination of employment or at the end of an academic year. Family and Medical leave time will not be considered as hours worked for the calculation of overtime.

If an eligible employee takes paid Personal leave for one of the four reasons for which Family and Medical leave may be taken, such Personal leave is charged against the employee's Family and Medical leave allotment. In other words, if a full-time salaried employee who commenced work at Highline Academy at the start of the academic year used all 10 days of paid Personal leave for the care of a spouse's serious health condition, for example, the employee would have ten weeks of unpaid Family and Medical leave remaining.

An employee on a Family and Medical leave is subject to layoff, just like an employee who is actively working. Unless your job has been eliminated or changed while you are on leave, upon your return from Family and Medical leave, you will be restored to your original or equivalent job position with equivalent pay, benefits, and other employment terms. If you take intermittent leave or leave on a reduced leave schedule, you may be required to transfer to an available alternative position for which you are qualified and which better accommodates recurring periods of leave than does your regular position. You will not accrue additional wage or benefit entitlements during your Family and Medical leave, but will not lose any benefit that accrued prior to the start of your leave.

Any employee who falsifies the reason for taking a Family and Medical leave may be disciplined, including the possible termination of employment.

JURY DUTY

A Jury Duty Leave of Absence may be given for employees who are called to serve on jury duty. The employee will be paid the difference between his/her regular pay and all moneys paid to the employee by the court, for a maximum of five working days.

Employees who are required to serve for more than five working days may take time off, without pay, for the balance of the jury duty. Upon completion of jury duty, a Verification of Attendance Form must be presented to Highline Academy. Employees who are excused from jury duty for the day, or are excused early, should report to work when it is practical to do so. An employee who is called to serve on jury duty at a time that would unreasonably interfere with normal educational and business operations, may request that the required service be rescheduled for a later date that would be more convenient for Highline Academy.

MILITARY

A Military Leave of Absence is for required military service. Highline Academy complies with applicable state and federal law concerning leaves for military service.

WORKER'S COMPENSATION INSURANCE

All employees are automatically covered by Worker's Compensation Insurance at the time they are hired. Highline Academy pays 100% of the premiums for this important coverage. The following benefits are provided to employees who sustain a work-related injury or illness:

- partial wage replacement for periods of disability
- medical care including medicine, hospital, doctor, X-rays, crutches, etc.
- rehabilitation services, if necessary

It is important that the employee report any work-related injury or illness to the Principal, as soon as it happens, regardless of how minor it may be. It is also important to get proper first aid and/or medical attention as needed with an DPS-designated physician. Medical bills from a personal physician may not be paid.

PUBLIC EMPLOYEES RETIREMENT ACCOUNT

Highline Academy participates the Denver Public Schools Retirement System, and eventually will participate in P.E.R.A., the Public Employees Retirement Association, once that district-wide transition is made. All employees are entitled to this benefit. Per DPS Retirement System and P.E.R.A. requirements, the employee contributes a portion of his/her salary, as does Highline Academy. More information on this plan may be requested from DPS or P.E.R.A.

SECTION III: Job Descriptions, Classifications, and Evaluations

EMPLOYEE CLASSIFICATIONS

Job Description	Number of Work Days in Academic Calendar	Form of Compensation
Principal	210	Salaried
Vice Principal	210	Salaried
Teacher, full-time	182	Salaried
Teacher, part-time	Varied	Varied & Salaried
Instructional Assistant	170	Hourly
Paraprofessional	170	Hourly
Administrative Assistant	210	Hourly
Records/Office Assistant	196	Hourly
Business Administrator	210	Salaried
Accountant	Varied	Varied & Hourly

- Salaried employees receive all holidays included in the Highline Academy 2004-2005 academic calendar.
- Highline Academy reserves the right to revise and update position descriptions from time to time, as it deems necessary and appropriate.
- Full-time hourly office staff employees are compensated for 5 holidays during the school year: Labor Day, Thanksgiving, Martin Luther King Day, Presidents' Day, and Memorial Day. Full-time hourly employees serving as Instructional Assistants are compensated for 4 holidays during the school year: Labor Day,

Thanksgiving, Martin Luther King Day, and President's Day. (Should Memorial Day fall within the student-contact calendar, Instructional Assistants are compensated for this holiday as well. Should the school calendar year not begin prior to Labor Day, Instructional Assistants receive no compensation for that holiday.)

- Holiday compensation is at the employee's scheduled hourly rate. To qualify for specific holiday compensation, the employee must be on the school payroll when the holiday occurs.
- Full-time hourly employees who are continuing employment at Highline Academy from the previous school year are entitled to payment for specified holidays from the start of the current school year. Full-time hourly employees new to Highline Academy will receive compensation for specific holidays upon the successful completion of a 90-day probation period. Holidays occurring during the probation period will qualify for retroactive compensation once the probation period has expired.

JOB DESCRIPTIONS

Employees are generally given a position description before they start to work. A position description summarizes the employee's duties and responsibilities and gives important information about the job. Each employee is expected to read and study the position description carefully and discuss it with the Principal if there are any questions.

TEACHER REVIEW AND PERFORMANCE EVALUATIONS

The Principal will be responsible for reviewing the classroom performance of all classroom teachers. Teachers who are (1) new to Highline Academy, or (2) are on Highline Academy employment probation will have classroom observations by the Principal throughout the school year followed by performance discussions.

Teachers who were employed at Highline Academy the previous academic year and whose most recent performance ratings indicated that they met or exceeded expectations will have classroom observations, as the Principal deems necessary. These teachers typically will have a performance discussion with the Principal in January and May.

The purpose of the performance evaluation is to--

- Serve as the basis for improvement of instruction.
- Enhance the implementation of programs of curriculum.
- Serve as a measurement of the professional growth and development of personnel.
- Serve as the measurement of satisfactory performance for individual personnel or serve as documentation of an unsatisfactory performance.

Teachers will be apprised at these performance discussions of areas for improvement. Written performance evaluations may include commendation for good work, as well as specific recommendations for improvement. A teacher may be placed on a probationary status at any of the performance discussions at the exclusive discretion of the Principal. A Remediation Plan will be completed by the Principal for any teacher placed on probationary status.

The determination of teacher performance is based on the following 4 criteria:

- Parent Opinionnaire (issued in the spring of the academic year)
- Teacher Profile Form (to be submitted to the Principal from the teacher by May 1)
- Classroom observations
- Professional Attributes and Contribution Scale

Teacher performance will be gauged according to level of achievement. See below for a description of those codes.

Level 4	Exceeds expectations in all areas
Level 3	Meets expectations in all areas
Level 2	Probationary Employment Meets expectations in some areas, with noted strengths Does not meet expectations in some areas Areas not meeting expectations have a delineated plan of remediation
Level 1	Grave area(s) of weakness Area(s) of strength is (are) limited Plan of remediation may be used Definitely will not be employed after end of current academic year

Performance Pay:

- The Governing Board will determine the total amount of money allocated in the budget for performance pay for teachers. The amount of performance pay for a teacher who meets expectations (Performance Level 3) will be the baseline, which is designated below by x.
- Only teachers are eligible for merit pay.
- The multiplying factor for merit pay will be the following:

Level 4 Performance	1.5x
Level 3 Performance	1.0x
Level 2 Performance	.5x
Level 1 Performance	Not eligible for merit pay.

REMEDICATION FOR UNSATISFACTORY TEACHING PERFORMANCE

When a teacher receives a rating of 2 in any evaluation area, remediation proceedings may be used; when a teacher receives a 1 rating in any area, remediation proceedings will be used. In those instances, the following guidelines will apply:

- A. A remediation plan will be developed collaboratively by the teacher and the principal.
- B. All areas of unsatisfactory performance shall be described in specific detail so as to be reasonably understood by the principal and the teacher.
- C. A remediation plan will include the following, all in the Principal's sole discretion:
 - 1) identification of deficiencies
 - 2) recommendations for improvement
 - 3) acceptable levels of performance
 - 4) timeline in which improvement must occur
- D. Any teacher for whom a remediation plan has been developed will be considered on a probationary status at Highline Academy. If, at the end of the projected timeline, the teacher is not deemed to be performing effectively, the Principal has three options:
 - 1) make additional recommendations for remediation and give revised timelines
 - 2) not offer employment to the teacher for the following academic year
 - 3) dismiss the teacher immediately

INSTRUCTIONAL ASSISTANT REVIEW AND PERFORMANCE EVALUATIONS

The Principal will be responsible for reviewing the classroom performance of all Instructional Assistants. The Principal will be responsible for review of all supervisory duties.

The purpose of the performance evaluation is to--

- Serve as the basis for improvement of instruction.
- Enhance the implementation of programs of curriculum.
- Serve as a measurement of the professional growth and development of personnel.
- Serve as the measurement of satisfactory performance for individual personnel and serve as documentation of an unsatisfactory performance.

Instructional Assistants will be apprised at these performance discussions of areas for improvement. Written performance evaluations may include commendation for good work, as well as specific recommendations for improvement. An Instructional Assistant may be placed on a probationary status at any of the performance discussions at the exclusive discretion of the Principal.

The determination of Instructional Assistant performance is based on the following 4 criteria:

- Instructional Assistant Profile Form (to be submitted to the Principal from the IA by May 1)
- Classroom observations
- Designated-teacher observations
- Instructional Assistant Attributes and Contribution Scale

Instructional Assistant performance will be gauged according to level of achievement. See below for a description of those codes.

Level 4	Exceeds expectations in all areas
Level 3	Meets expectations in all areas
Level 2	Probationary Employment Meets expectations in some areas, with noted strengths
	Does not meet expectations in some areas
Level 1	Grave area(s) of weakness Area(s) of strength is (are) limited

Bonus Pay:

- Instructional Assistants are eligible for a bonus at the end of an academic year.
- The Governing Board will determine in its exclusive discretion the amount of the bonus to an Instructional Assistant based upon the recommendations of the Principal.

OFFICE STAFF REVIEW AND PERFORMANCE EVALUATIONS

The Principal will be responsible for reviewing the job performance of the Business Administrator and the Administrative Assistant.

Office staff who are (1) new to Highline Academy, (2) have previously been employed at Highline Academy but are now in a new position, or (3) are on employment probation, will have a performance discussion with his/her designated supervisor on an as-needed basis determined by the supervisor.

Office staff who were employed at Highline Academy the previous academic year and whose most recent performance ratings indicated that they have met or exceeded expectations typically will have a performance discussion with their supervisor in December and June. The office staff employee will be appraised at these performance discussions of areas for improvement. An office staff employee may be placed on a probationary status at any of these performance discussions in the exclusive discretion of his/her supervisor.

The purpose of the performance evaluation is to:

- Ensure that all assigned duties are being performed in a competent and timely manner.
- Serve as the basis for improvement of school administration.
- Serve as a measurement of the professional growth and development of personnel.
- Serve as the measurement of satisfactory performance for individual personnel or serve as documentation of an unsatisfactory performance.

Bonus Pay:

- Office staff members are eligible for a bonus at the end of an academic year
- The Governing Board will determine in its exclusive discretion the amount of the bonus to an office staff employee based upon the recommendations of the Principal.

SECTION IV: General Personnel Policies

ABSENCE AND TARDINESS

It is important that employees work their assigned schedules as consistently as possible. Regular attendance and punctuality are two very important considerations in reaching our objectives. Excessive absenteeism and tardiness may result in disciplinary action, including termination of employment. However, Highline Academy understands that because of illness or emergency you may be unable to come to work.

All employees, if unable to report to work for any reason, must contact the Principal by 6:30 A.M. the day of the absence. It is the employee's responsibility to keep Highline Academy informed on a daily basis during a short-term absence and to provide medical verification when asked to do so. A Staff Absence Request Form must be completed and submitted to the Principal within two days after return from an unexpected absence.

For a planned Leave of Absence With Pay, the Staff Absence Request Form must be completed and approved by the Principal in advance of the absence.

Nonexempt employees are expected to be at their workstation ready to begin work at the beginning of their scheduled shift, and at the end of their scheduled breaks and meal period. Except in an emergency, nonexempt employees must have their supervisor's permission to leave work before they are regularly scheduled to do so.

ACCESS TO HIGHLINE ACADEMY PROPERTY

It is important that the Governing Board, Principal and staff have access at all times to space, storage areas, containers or any other property, as well as other records, documents, and files. As a result, Highline Academy reserves the right to access teacher classrooms, work stations, filing cabinets, desks, and any other property on school grounds at its complete discretion, with or without advance notice or consent. Therefore, Highline Academy employees have no expectation of privacy on school grounds.

For employees who have Highline Academy building keys and/or security codes, those are assigned only to the employee and are not to be given to anyone else.

ASBESTOS MANAGEMENT PLAN

Highline Academy is an asbestos free school. However, to comply with State and Federal requirements, we have an asbestos management plan available for viewing in the office.

ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES

The use, sale, transfer, possession, or being "under the influence" of alcohol, drugs, or controlled substances when on duty, on Highline Academy property, or in school vehicles is prohibited. In addition, off duty conduct that may adversely affect the reputation or interests of the school is prohibited. "Under the influence" for the purpose of this policy, is defined as being unable to perform work in a safe or productive manner, and/or being in a physical or mental condition that creates a risk to the safety and well being of the affected employee, other co-workers, the public, or school property. Violation of this policy will result in disciplinary action, including possible termination of employment.

BUSINESS EXPENSE REPORTING

Employees will be reimbursed for all approved business-related expenses, upon submission of accurate and receipted expense reports to Highline Academy. Employees are requested to submit these reports within 30 calendar days to ensure proper accounting and prompt reimbursement.

CLASSROOM BUDGETS

Classroom teachers and Teachers of Specials receive a modest classroom budget. The hope is that teachers will select curriculum-supporting items but ultimately

teachers determine how this money is spent. It is the responsibility of the teacher to keep records of expenditures and reimbursements. The Business Administrator keeps master records and teachers are encouraged to compare balance sheets frequently.

COMPUTER USAGE

Computers are furnished in the classroom and the Teachers' Lounge for records management and for instructional purposes. Highline Academy supplies the software needed for these programs. At no time should any software be installed that has not been approved in writing by the Principal or Principal's designee. Unapproved software may contain viruses or have code that inhibits the functioning of the computer. Software owned by Highline Academy may not be loaded on a computer owned by an employee without the written permission of the Principal or the Principal's designee. Further, software owned or used by Highline Academy may not be duplicated (without the written permission of the Principal or the Principal's designee) and may not be given to any third parties.

EMERGENCY PROCEDURES

Employees are expected to understand and be prepared to implement the school's emergency procedures.

HARASSMENT

Highline Academy is committed to providing a work environment that is free of unlawful discrimination. In keeping with this commitment, Highline Academy maintains a strict policy prohibiting unlawful harassment, including sexual harassment. It is important for you to understand that jokes, stories, cartoons, nicknames, and comments about appearance may be offensive to others and may constitute harassment.

Sexual harassment of employees by supervisors, co-workers, or vendors is prohibited. Unlawful sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

- submission to the conduct is made a condition of employment;
- submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee; or....
- the harassment has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Examples of sexual harassment include unwelcome sexual flirtations, advances, or propositions; verbal abuse of a sexual nature; subtle pressure or requests for sexual activities; unnecessary touching of an individual; graphic comments about an

individual's body; a display in the work place of sexually suggestive objects or pictures; sexually explicit or offensive jokes; or physical assault.

If you believe that you are being, or have been, harassed in any way, you have the right to take the matter to the Colorado Civil Rights Division or the U. S. Equal Employment Opportunity Commission. But we would like to investigate the matter and take appropriate corrective internal action. Therefore, please report the incident or incidents to your supervisor or the Principal or the President of the Governing Board immediately, without fear of reprisal. In determining whether the alleged conduct constitutes unlawful harassment, the totality of the circumstances, such as the nature of the conduct and the context in which the alleged behavior occurred, will be investigated and considered. If it is appropriate, corrective action will be taken.

Violation of this policy may result in disciplinary action, including possible termination of employment.

INFORMATION UPDATES FOR EMPLOYEES

Posted information on bulletin boards is for the benefit of all employees. Posters that explain state and federal law, as well as updated information about Highline Academy or pertinent DPS policy and procedures will be displayed. Each employee is responsible for checking bulletin boards on a regular basis and for reading all posted materials. Employees may not post materials on the bulletin boards without the prior permission of the Principal.

LUNCH AND BREAK PERIODS

Hourly employees who work at least 3 1/2 hours in a workday will receive a 10-minute paid break period for each four hours of work, or major fraction thereof. Break periods will be scheduled as close to the middle of each four-hour work period as possible.

Hourly employees who work more than 5 hours in a workday will receive an unpaid meal period of at least 30 minutes. However, employees who do not work more than 6 hours in a workday may voluntarily agree to waive their right to a meal period.

NORMAL REPORTING HOURS

The following are the normal hours of employment for teachers, instructional assistants, and office staff, unless otherwise specified: 7:45 A.M. – 4:15 P.M

OUTSIDE EMPLOYMENT ACTIVITIES

All employees are prohibited from engaging in outside employment, private business, or other activity, that might create a conflict of interest with your work responsibilities or the appearance of such a conflict of interest.

OVERTIME COMPENSATION

Overtime compensation shall not be deemed to be authorized, and the employee will not be entitled to overtime compensation, unless it has been specifically approved in advance by the Principal in writing. Any overtime hours worked must be recorded in and paid for the work-reporting period during which the overtime was worked. Overtime compensation is computed at 1.5 times the employee's regular hourly rate of pay.

PAYDAY

Highline Academy is not able to cash paychecks for employees.

PAY CHECK DEDUCTIONS

Various payroll deductions are required by law, such as federal income tax and state income tax. In place of social security taxes, Highline Academy participates in P.E.R.A or the Denver system as applicable. Any other deductions from paychecks must be authorized by the employee, in writing.

Paycheck stubs will itemize amounts that have been withheld. It is important that employees keep this information for tax purposes. If questions arise about deductions, please talk to the Principal. Highline Academy complies with applicable state and federal laws regarding the garnishment and assignment of wages.

PAY CHECK DIRECT DEPOSIT

Highline Academy encourages its employees to use the Direct Deposit system. This means that on payday an employee's pay will be directly deposited into a checking and/or savings account of the employee's choice. A direct deposit agreement may be secured from the Business Administrator.

PERSONAL APPEARANCE

Your appearance reflects not only on you as an individual, but on Highline Academy as well. We expect you to take pride in your appearance and strive to achieve a positive educational and business-like image when representing the school. Employees should use good judgment in accordance with the following standards in determining dress and appearance while at work.

General Guidelines for all Employees:

It is the intent of the school to establish general guidelines for dress. Employees are asked to comply with the following principles in choosing work apparel that is appropriate to the work being performed:

- Maintain a neat and clean appearance, keeping dress modest and moderately conservative.
- Maintain a business/professional-like appearance and dress in a manner consistent with work responsibilities.
- Dress as perceived to be appropriate in an educational organization with Highline Academy's defined educational objectives.
- Examples of clothing not allowed include: jeans, t-shirts, athletic shoes, tank tops, muscle shirts, excessively short skirts, and "spaghetti" strap dresses/tops. The omission of a specific item or appearance standard does not automatically permit its wear.
- Employees whose work routinely requires that they perform physical activity may wear appropriate casual attire that is in good repair, including jeans and closed-toe casual shoes such as athletic shoes. (For example, the PE teacher could wear athletic shoes and a warm-up suit.) Employees should always consider safety in choosing their work attire.
- On Dress-of-Choice Days, staff members, other than office personnel, may wear jeans.

PERSONNEL RECORDS

It is important that Highline Academy always has current information about its employees. Please let the Office Assistant know immediately if there are any changes in name, address, phone number, or marital status, etc. If for some reason there is a need to change name and/or Social Security number, the employee will be asked to provide original documentation authorizing the change.

Upon request, an employee will be allowed to review his/her personnel file and any of his/her own personnel records that have been used to determine qualifications for employment, promotion, compensation, termination, or other disciplinary action. Please talk to the Principal for more information.

PROMOTION AND TRANSFER

Because Denver Public Schools was not involved in the interviewing and hiring approval of Highline Academy personnel, DPS has no obligation to place, transfer, or promote Highline Academy employees. To gain employment in another DPS school, employees must interview with the DPS personnel office.

SCHOOL CLOSURES AND DELAYS

Weather-Related School Closures:

- Highline Academy will follow all school closures with the Denver Public School District.

- Broadcasts are usually made by 6:00 A.M. and periodically thereafter until 9:00 A.M.

Listen to the following radio/TV stations for news of closings:

AM Radio	FM Radio	Television
KHOW (630)	KWBI (91.1)	KWGN Channel 2
KTLK (760)	KBCO (97.3)	KCNC Channel 4
KOA (850)	KYGO (98.5)	KMGH Channel 7
KKFN (950)	KKHK (99.5)	KUSA Channel 9
KHOW2 (1190)	KIMN (100.3)	
KBNO (1220)	KOSI (101.1)	
KEZW (1430)	KRFX (103.5)	
	KCKK (104.3)	
	KBPI (106.7)	

- If school has been canceled, the Highline Academy telephone recording will state that information.
- When DPS district schools are closed, all school-sponsored activities are canceled.

Weather-Related School Delay:

- Highline Academy will follow school late-start or storm delays with the Denver Public School District.
- Highline Academy will follow the Early Elementary School Schedule for DPS.
- This will cause school to start 30 minutes later, with drop-off beginning at 8:15 A.M. Roll will be called at 8:30 A.M.
- Because weather-related delays are primarily designed to give the staff time to get to school before the students, staff members should plan to arrive a close to 7:45 A.M. as possible.
- Dismissal time will be 3:30 P.M. as usual.
- Afternoon kindergarten will stay on the regular schedule.
- All before-school activities will be canceled.
- Broadcasts are usually made by 6:00 A.M. and periodically thereafter until 9:00 A.M. Listen to the radio/TV stations listed above for news of delays.
- If school has been delayed or has a storm schedule, the Highline Academy telephone recording will state that information.

TECHNOLOGY

Highline Academy strongly encourages the use of technology in the classroom and for outside research. Each classroom teacher is assigned a computer system that is

connected to the Highline Academy network. Other staff members are free to use the Staff Lounge computer. Teachers are expected to attend computer training as it is offered within the building. It is imperative that teachers log-off the network after each use so as to protect data. All technological problems should be noted on a Tech Problems form and given to the Principal.

Students who have signed and returned the Internet Use Policy for Students have permission to access the Internet under teacher supervised settings. If students are accessing the Internet under your supervision please be familiar with the Internet Use Policy for Students and monitor student use carefully.

TELEPHONE USAGE

From time to time it may be necessary for employees to make and receive personal calls on school phones. However, these calls should be made, whenever possible, during scheduled break and meal periods. The purpose of this restriction is to ensure open lines for school business. If personal, long-distance phone calls are made, charges are to be billed to the employee's personal telephone account. Long distance calls can only be made from phones in the school office. Employees are expected to use good judgment and common sense when it comes to personal phone calls. Employees who violate this policy may be subject to disciplinary action, including possible termination of employment.

TERMINATION

A voluntary termination is a termination of employment that is initiated by the employee. The administration would appreciate receiving at least 10 working days written notice before the employee leaves his/her job. Written notice should include the name and address of the employee's new employer, if applicable. If an employee does not call in or report to work for two consecutive workdays, he/she may be considered to have voluntarily quit, in the exclusive discretion of Highline Academy.

An involuntary termination is a termination of employment that is initiated by Highline Academy for reasons other than changing business conditions.

A layoff is a termination of employment that results from changing business conditions which, in the exclusive discretion of Highline Academy, calls for a reduction in staff. Whenever Highline Academy determines, in its sole discretion a layoff should occur, the following factors will be among those considered: versatility, qualifications, skill, ability, performance, efficiency, attitude, and dependability.

TIME RECORDS -- CLOCKING IN AND OUT

Nonexempt and hourly employees are required to clock in and out each day according to the following guidelines:

- **CLOCK IN** when you report to work at the beginning of the day.

- **CLOCK OUT** when you leave work at the end of the day.

Do not sign in until you are ready to report directly to your workstation, and do not mark or sign the time record of another employee or knowingly allow someone else to mark or sign your time record. If a change or correction is made on your time record, it must be initialed by both you and Principal.

Violations of this policy may result in disciplinary action, including possible termination of employment.

SECTION V: Classroom Procedures for Teachers

ATTENDANCE REPORTING

Attendance is to be taken daily by the classroom teachers. The attendance folder should be placed in the file box outside the classroom door by 8:15 A.M. at the latest. The office staff will collect it since they are responsible for keeping accurate records.

CHECK-IN/CHECK-OUT WHEN LEAVING SCHOOL BUILDING

As a courtesy to the school administration and office, please sign out on the designated roster located in the office when you leave the building during school hours and check in upon your return. If there were an emergency, it is imperative to know if anyone is missing so that rescue workers do not do unnecessary searches.

CLASSROOM ENVIRONMENT

Teachers are responsible for the entire environment in their classrooms. In every respect, rooms must be kept clean, orderly, attractive, and stimulating for a positive learning experience.

At the end of each day, teachers and their students will be responsible for generally "picking up" their room. Please see to it that all trash is picked up and chairs are stacked or placed on desks. Anything that you can do to help our janitorial staff save time would be appreciated.

CLASSROOM MANAGEMENT

Courtesy and Respect:

Children are expected to behave respectfully to both adults and peers in words and actions.

Noise:

Generally the noise level in the classrooms and the halls should be maintained at a level of respect for the others in the building. Planned activities, which require more lively student interaction should be conducted with the same respect.

Raising of Hands:

In most classroom situations, students are expected to raise their hands and be recognized by the teacher in order to speak or leave their seats unless other classroom procedures or methods have been established to supersede this.

Dismissal:

All classes will be dismissed at 3:30 P.M.

CLASSROOM PASSES

- Students must have a pass when leaving the classroom to go to the restroom, go to the office, etc.
- Teachers may use their own restroom passes if they like. However, each teacher will be given several passes for students to use when sent to the office or any another designated location.

CLASSROOM SUPERVISION

All classrooms must be supervised at all times by an adult. Individual classroom teachers are responsible to assure effective supervision. Students are to be held accountable for their cooperation with teachers and other supervising adults.

DISCIPLINE GUIDELINES

The Highline Academy discipline policy is based on the principle of supporting a positive learning environment for all students. Positive reinforcements and negative consequences are employed in an effort to teach the students good behavior. Since the classroom teacher is the one who works closest with the children, he/she carries the bulk of the discipline responsibility. It is important that the teacher works closely with the parents in these matters and communications are open and honest. It is of utmost importance that the teacher and parents work together as a team in discipline matters.

- Good conduct is expected of all students.
- The classroom teacher is responsible for establishing a classroom management that fosters appropriate student behavior.
- Because students are taught by several teachers, Highline Academy has implemented an infraction system that is progressive and cumulative. The goal is to hold students accountable for their behavior at all times.
- Minor Infraction Slips are given to students when they are not following the school rules.
- The complete Highline Academy Student Conduct Policy and Student Discipline Policy are available in the school office.
- Refer to the Discipline Guidelines and Behavior Codes in the "Policies" section of this binder.

DRESS CODE GUIDELINES

The purpose of the dress standard is to promote learning, reduce the distraction and cost of fashion, reduce disruptions and disciplinary problems, and promote school pride.

- Teachers are responsible for advising the parents of dress code infractions. School-wide dress code checks will be conducted regularly, as determined by the Principal. However, if any infraction is noted at any time, the teacher should write up a dress code infraction.
- For primary grades, a Dress Code Infraction warning slip is issued for the first offense.
- For subsequent offenses in the primary grades and for any infractions in grades 4-8, dress code infractions are written on the Minor Infraction Slip.
- Refer to the Dress Code section under the "Policies" section of this binder.
- If there are further questions, please see the Principal.

EMERGENCY PROCEDURES

Fire Alarm Procedure

- Fire alarm sirens will be sounded school-wide for evacuation.
- Everyone is required to leave the room and building. The number one responsibility of the teacher is to get the students out safely and away from the building.
- Speed is subordinate to order and control.
- The first one to the door should open the door and hold it for the others.
- There should be no running, pushing or shoving.
- Teachers and instructional assistants should check to see that all children are out of the room and close the door.
- Students should go to a pre-determined place on the grounds.
- Attendance books should be taken with you so that every student will be accounted for.
- Children who are in the bathroom at the time of a fire drill should go to the nearest group of students, report to the teacher, and be advised when it is safe to report to the student's own class.
- A fire drill chart must be posted in a conspicuous place in the room.
- Each homeroom teacher is expected to go over these basic rules with the students during first week of school.

Lock-In Procedures

A lock-in may occur for a variety of reasons.

- Local police are pursuing suspects in the vicinity
- An armed individual has been reported in the area
- If there is any situation the local law enforcement officials deem that students should remain secured

A school-wide lock-in requires the following:

- All exterior doors are locked.
- No one may enter or leave the school building.
 - If students are outside, they must immediately be brought inside to their homeroom classes.
 - If students are brought inside from recess because of a lock-in, attendance needs to be taken immediately by the homeroom teacher. Names of missing students are to be promptly reported to the school office.
- If a lock-in occurs during a class period, the teacher currently teaching that class should silently take the roll and discreetly notify the office of any absent or missing students.
- To minimize distress on the part of the students, a lock-in is not announced. The code announcement is “Would all teachers bring their grade books to the office by the end of the day.” If this announcement is made, make sure all students are with the assigned teacher and assume we are in a lock-in.
- To avoid distressing the students unnecessarily, do not announce to them that we are in a lock-in. The administration will get a message to you as soon as possible to keep you apprised of the situation. A decision will be made at that time as to how much to tell the students.
- The lock-in is over when the following is announced: “There is no longer any need for teachers to bring their grade books to the office today.”

FACILITIES REQUEST FOR OTHER DPS SCHOOLS

From time-to-time teachers will need to use the facilities of other DPS schools. **To do this, give the information to the Principal.** The Principal is the liaison for requesting the usage of other schools. Highline Academy is the guest of the host school. As a result, we must ensure that the property is cared for correctly. The teacher must plan to fulfill the following requirements for usage:

- The facility must be left in approved condition. The Building Checklist must be completed, signed by the Building Custodian and returned to the Principal.
- The teacher must arrange to have enough teacher, Instructional Assistant, or administrative assistance to maintain proper control of the students.
- The teacher must arrange to have the proper equipment needed for the program (e.g. sound, lighting, etc.)

FACULTY MEETINGS

- Faculty or team-level meetings will be held every Wednesday afternoon beginning at 4:00 P.M. unless otherwise posted.
- In-service days are posted on the Highline Academy 2004-2005 academic calendar.
- IEP Staffings will be announced on an as-needed basis.
- Teachers are expected to attend all staff meetings, in-service meetings, and relevant IEP staffings unless otherwise excused. Instructional Assistants will attend only on an as-needed basis. Instructional Assistants will be compensated for time spent attending these meetings.

FIELD TRIPS

- Teachers are responsible for making field trip reservations with the sponsoring company.
- Field trips that complement the curriculum are encouraged. When planning a field trip, teachers should ask themselves the following questions:
 - Is the information being learned on the field trip complementing the curriculum?
 - Is the information being learned worth the amount of time away from classroom instruction? (Remember: This will also impact the class time of other teachers.)
 - Is the information being learned worth the amount of school and student money?
 - Is the information being learned age-appropriate?
- Teachers must submit a **Field Trip Request Form** *at least 1 month in advance* to the Principal for approval. A 1-month lead-time is needed to make adjustments in the school lunch program.
- If the field trip is approved, the Business Administrator will process the Field Trip Request.
- Once the Business Administrator determines the final per pupil cost, the teacher is to collect the money and a Field Trip Permission Slip from each child. Students who do not submit a Field Trip Permission Slip are not allowed to leave the school premises.
- The teacher hosting the field trip must inform by memo the following people of the up-coming field trip, including dates and times of departure and return.
 - Principal
 - Administrative Assistant
 - Business Administrator
 - Any classroom teacher, specials teacher, or Instructional Assistant who will be impacted by this schedule change
- The office staff will prepare a collection envelope for the teacher who initiated the field trip. The teacher should check off the names of students who have paid and put the money in the envelope. The envelope should be placed in the

Attendance Folder each morning and the office will retain the money for safekeeping.

- On the morning of the field trip, see the Administrative Assistant or Records/Office Assistant to get the following items:
 - Emergency information cards on all students going on the field trip
 - Any medications held in the office for those students going on the field trip
- If you take a cellular phone with you, please leave the number with the office.
- Upon return to school, return the emergency forms and medications to the office. Inform the Administrative Assistant or Records/Office Assistant of any medications administered.
- In the event that overnight, or out of school trips of more than one day are deemed appropriate by teachers for curricular or extra curricular reasons, see the principal for approval and policy guidelines to follow.

OVERNIGHT TRIPS

In the event that overnight, or out of school trips of more than one day are deemed appropriate by teachers for curricular or extra curricular reasons, the following guidelines must be followed:

- First, the principal shall approve all trips.
- Then, all trips shall be approved by the Governing Board.
- Trips are not to exceed two consecutive school days in length. When at all possible, trips should be limited to one school day in length.
- When possible, all appropriate forms shall be submitted to the principal at least three weeks in advance of the proposed trip.
- Complete itineraries shall be given to parent(s)/guardian(s) at least one week in advance of the departure date.
- All teachers impacted by the absence shall be notified two weeks in advance. Any student without an IEP who achieves a grade lower than a C- shall not be allowed to attend.
- Students shall receive homework assignments at the discretion of the teacher either in advance or when returning from the trip. Homework assignments given before the out of school trip shall be due the day the student returns to school. Students shall have two days for each day out of school to complete and return homework assignments given when the student return to school.

GRADE PROMOTION/RETENTION POLICIES:

Elementary (grades K-5):

- For students in grades kindergarten through five, decisions to promote a student to the next higher grade level, as well as recommendations to retain a student at the same grade level or to assign a student to a lower grade level or to promote a student beyond the next higher grade level, shall be made initially by the teacher to whom the student is assigned. The teacher is encouraged to seek input from the student's parent(s) or legal guardian(s).

- The final decision to retain a student at the same grade level or to assign a student to a lower grade level or to promote a student beyond the next grade level shall be made by the Principal. A complete promotion/retention policy is available through the main office.

Middle School (grades 6-8):

- For students in grades six through eight, decisions to promote a student from one grade to the next higher grade level, as well as recommendations to retain a student at the same grade level or to assign a student to a lower grade level or to promote a student beyond the next higher grade level, shall be based on student performance.
- Recommendations that a student be assigned to a specific level in any particular subject shall be made by the teacher to whom the student was most recently assigned for that subject. The teacher making that recommendation is encouraged to seek input from other teachers to whom the student was most recently assigned and from the student’s parent(s) or legal guardian(s).
- The decision to assign the student to a lower level or to promote the student beyond the next level, in all subjects or in one or more subjects, shall be made by the Principal.
- If a middle school student has not demonstrated proficiency in a majority of the Core subject areas, that student will not be promoted to the next grade level at the end of the school year. The Core subjects are math, language arts, science, and social studies. Students who fail to pass three of the four Core subjects will be retained. Passing a course is determined by two criteria, both of which must be met: (1) The grade in the course for the last quarter of second semester must be at least 65%. (2) The grade average for quarters 2, 3, 4 must be at least 65% for all students.
- Any recommendation or decision regarding promotion, retention or assignment to a particular level, in all subjects or in one or more subjects, may be conditioned upon the satisfaction of one or more reasonable conditions (e.g., successful completion of corrective or other remedial course work, acceptable results from one or more approved placement tests, completion of prescribed course work and/or projects at a satisfactory quality by a specified deadline, etc.).

GRADING GUIDELINES

To help students learn correct writing conventions—including grammar, punctuation, capitalization, and spelling—all errors in student work need to be circled by the teacher so that the student is aware that a mistake has been made. It is up to the teacher to determine if these errors should reflect in the overall grade. Factors that may influence that decision would be the grade level of the student, the

complexity of the error, and the degree to which the error relates to the course content.

GRADING SCALE

The grading scale for grades Kindergarten through eighth grade:

A+	97-100%	C+	77-79%
A	93-96%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below 60%

GRADING/DISPLAY OF STUDENT PAPERS/WORK

- No student work will be displayed if it bears the student name and grade. (The student name is encouraged, without the resulting grade.)
- Any student grades posted will not be posted with the student names.
- Anonymity can be achieved by the use of the student DPS ID number; this number will be considered information not to be shared with another student or anyone who is not a school staff member.
- Volunteers may grade papers with the understanding that any information related to this task is to be treated in a highly confidential manner. Staff members are encouraged to reiterate this information to any volunteer who may be assisting them.

HOMEWORK/MAKE-UP WORK

- Homework is a part of the program. Homework fosters good study habits and is vital for optimum development.
- The use of proper spelling, grammar, penmanship, and general format is expected in all written assignments.
- Teachers are to record all assigned homework on the homework hotline by 4:30 P.M. each school day. This will allow parents and students to verify their assignments in case they were absent or were confused.
- Work Notification Forms are to be used to inform parents of missing assignments.
- If a child is absent due to illness or vacation, he/she will be given two class days per day of absence to make up the work missed. (Weekend days are included in this count.) If he/she fails to make up the missed assignment(s) within that period of time, he/she will receive a 0 for the missed work. This applies to tests, quizzes, classroom assignments, and homework. Work to be made up will be decided by the classroom teacher. If the student absence occurs during the last week of school, no make-up work deadlines can be extended beyond Monday of the following week.
- Teachers will not give assignments in advance for absences due to vacation.

LESSON PLANS AND WEEKLY PLANS

All teachers shall be responsible for planning lessons at least one week in advance. Plan books should be left at school in case you are absent the next day.

MONEY COLLECTION

From time to time teachers will be asked to collect money from students in their classrooms. Teachers will need to use the Activity Collection Form and when all monies are collected, this should be submitted to the Business Administrator.

MORNING ANNOUNCEMENTS

On every Student Contact Day there will be an all-school morning greeting and classes will take turns leading the school in the reciting of the Pledge of Allegiance.

The Principal compiles daily announcements for distribution to all staff members early in the morning. **Teachers are expected to read aloud the Student Announcements section to their math class students.** Teachers and Staff are held accountable for any announcements made under the Teacher Announcement section. This section often contains confidential information and Teachers are expected to treat it as such.

PARENT/TEACHER COMMUNICATION

Regular communication is critical in the educational process. Frequent communications will take place to keep families well informed.

- Teachers will record their assignments on their voice mail each day by 4:30 P.M.
- Each child will have a Thursday Communication Folder that will include any communication from the classroom teacher. At the elementary level, it will also include student work; at the middle school level, student work will be passed out at various times.
- Classroom teachers will write a newsletter to parents on a regular basis. (Elementary Teachers are to send newsletters home on a weekly basis, Middle School Classroom teachers are to send home newsletters on a BI-weekly basis.) Test dates, spelling lists, special events and general assignment expectations and deadlines are very helpful to our parents and their planning. It is also a good idea to share what will be taking place in the next week so that parents are fully informed.
- Specials teachers will send home communication on a monthly basis.
- Because the newsletter is a powerful communication tool, appearance, warmth, and completeness are extremely important. Teachers are encouraged to use our word processing program in generating the letter. Please issue two copies of this letter to the school secretary. One will go into our newsletter file and one to the Principal.

- Teachers should encourage parents to call or set up a meeting if there are questions or concerns. Hallway meetings are often rushed and are lacking in privacy.
- Teachers should do everything in their power to get along with parents. Showing compassion for their concerns, identifying possible solutions that can be met without compromising the needs of other students or the principles of the school, are tools that professional educators should utilize to maintain smooth, cordial, working relationships with parents.
- If, however, a parent should become verbally abusive, make demands that are counter-productive to the goals of Highline Academy, or request changes that would negatively impact other students; please refer that parent to the administration as quickly as possible.
- Teachers are expected to return phone calls and respond to written messages within 24 hours.

PARENT/TEACHER CONFERENCES

Parent-Teacher conference will be scheduled during the first and third quarters of the school year. We encourage both parents to attend both conferences. Drop-in conferences are often hurried and lack privacy and preparation.

REIMBURSEMENT PROCEDURES:

1. Collect your receipts. Circle the item and amount being reimbursed.
2. Put a sub-total of the reimbursement at the top of the receipt. List your receipts on the Reimbursements Form. Be sure to include the types of items bought. This will help determine what account should be charged.
3. Make 2 Xerox copies of each receipt and 1 copy of the completed Reimbursement Form.
4. Staple the original receipts and 1 Xerox copy of the receipt to the back of the original Reimbursement Form.
5. Keep 1 copy of the Reimbursement Form and 1 copy of each receipt for your records.
6. Remember: Sales tax is not able to be reimbursed.
7. If you know ahead of time that you will be making a purchase, take the Sales Tax Exempt Form with you.
8. If the amount to be reimbursed is \$35.00 or less, the reimbursement may be made in cash. If it is over that amount, the reimbursement will be a check. Allow 2 weeks after filing the Reimbursement Form for personal reimbursement if the reimbursement is by check.
9. Bring any items purchased to the office for inventorying before taking them to the classroom.

REPORT CARDS AND PROGRESS REPORTS

- Report cards will be issued to all grades on a quarterly basis.

- Grades for all students will be reported as a percent with the correlating letter grade.
- Progress reports will be issued for academic subjects so that parents will be up-to-date on their child's progress. For the elementary grades, the progress reports will be issued at mid-quarter and with the report card. For the middle school grades, progress reports will be issued at the 3-week and 6-week mark, as well as with the report card.
- Fourth quarter report cards will be mailed home after the school year is over. Final report cards for students with outstanding fines will be withheld until the fine is paid.

SPECIAL ASSIGNMENT/DUTIES

Teachers and educational assistants will be required to share responsibilities, which will benefit the whole school but not necessarily their specific class. It is the desire of the administration to use parent volunteers as often as possible. Yet, when responsibilities can not be assigned to our volunteers then duties and assignments will be shared by the staff as assigned by the administration.

STUDENT CODE OF CONDUCT

As a student of Highline Academy, I will do my part to help create a safe, orderly, and positive environment where people and property are treated with respect and where learning takes place in classrooms free of disruption.

The following standards will guide my behavior as I honor the Highline Academy Code of Conduct:

1. I will treat every student and staff member with respect, kindness, and courtesy.
2. I will care for and respect the property of Highline Academy and all others.
3. I will honor the Highline Academy Dress Code.
4. I will be honest in my schoolwork and in my dealings with others.
5. I will do my part to help maintain an orderly, safe, and drug-free school.
6. I will be considerate in my use of food and drinks in the school.
7. I will respect the privacy of other people's grades and behavior records.
8. I will do my part to help create a disruption-free, positive learning environment, and I will be personally accountable for the consequences of not doing so.

SUBSTITUTE FOLDER

Each teacher shall have a folder on file in their file cabinet or teacher's desk which consists of the following: (The location of this file or folder is to be given in writing to the Principal.)

- Roll for each class taught.
- Current seating chart for each class taught.
- List of dependable students.
- Disciplinary procedures for the classroom and school.
- Procedures for all routines-- opening of class, recess and lunch supervision schedules, attendance procedures, etc.
- Classroom rules.
- Playground rules.
- Daily academic schedule.
- Location of plan book, teacher manuals, grade books, etc.
- Full instruction plans for the day(s) of your absence.
- Emergency lesson plans

TEACHER MAIL BOXES

Boxes for notes and phone messages are located in the school office. Teachers should check these boxes frequently to assure timely communications. Morning Announcements are delivered when the office picks up the attendance folder. The Teacher section of the Morning Announcements often contains confidential information and it is the responsibility of the teacher to see that students or parents do not have access to that information.

VISITORS IN THE CLASSROOM

- All school visitors will check in at the Highline Academy office and wear a "visitor" nametag while in the building. If a visitor has forgotten his/her name tag, please politely mention that the security requirements demand that all visitors sign in at the office and wear a nametag.
- Although teachers welcome parent visitors, out of courtesy to them and their students, please first check with the office before visiting the classroom. Parents who would like to visit a classroom need to check first with the office 24 hours in advance of their requested visit. The office will then check with the teacher to be sure the time will work and if not, another time will be suggested.

VOICE MAIL

Each teacher will be assigned a voice mail number. Parents will be encouraged to leave phone messages directly on your voice mail to lessen the workload of the office staff. Voice mail should be checked in the morning and afternoon each school day. Parent concerns and requests should be addressed immediately. Even if you need to do some research to determine an answer, please respond promptly, letting them know you will be calling later with the answer. Highline Academy reserves the right to monitor or access any messages left on voicemail systems, with or without notice to employees, in its exclusive discretion, and employees have no expectation of privacy in voicemail messages that they send or receive.

VOLUNTEERS IN THE CLASSROOM

Volunteers are always welcome at Highline Academy. However, for a safe, secure, and smooth-running school, please follow the guidelines below:

- Homeroom teachers should not appoint his/her own "Homeroom Parent." The Highline Academy PTA will have a master list of volunteers and will assign a homeroom parent to each homeroom. In this manner, parents who you did not select will not have hurt feelings.
- Feel free to circulate a list of "jobs" with which you need assistance. Let parents make a note of any "jobs" they would like to do. Give this list to your homeroom parent to coordinate for you.
- Be very judicious in allowing parents to grade or file student papers. Unfortunately, not everyone is discreet about the performance of the students. Also, parents might inadvertently compare their child to others in the classroom.
- Never ask a parent to file or in any way handle confidential student information (e.g. ITBS scores, report cards, etc.). This is a breach of confidentiality.

EMPLOYEE STATEMENT OF ACKNOWLEDGMENT (to be signed and filed with the Principal)

This is to acknowledge that I have received a copy of the Highline Academy personnel policies and procedures handbook. I understand that it provides guidelines and summary information about the school's personnel policies, procedures, benefits, and rules of conduct. I also understand that it is my responsibility to read, understand, become familiar with, and comply with the handbook. I further understand that Highline Academy reserves the right to modify, supplement, rescind, or revise any provision, benefit, or policy from time to time, with or without notice, as it deems necessary or appropriate. I also understand that Highline Academy reserves complete discretion to interpret the provisions of the handbook and how they apply to any situation that may arise.

I acknowledge that both Highline Academy and I have the right to terminate the employment relationship at any time, with or without explanation, justification, cause or advance notice, and that this employment at will relationship will remain in effect throughout my employment with Highline Academy unless it is specifically modified by an express written agreement signed by me, the President of the Governing Board, and the Principal of Highline Academy.

I further acknowledge that this employment at will relationship may not be modified by any oral or implied agreement.

Employee's Name (Please Print)

Date

Employee's Signature

Date

Appendix I:

DRAFT EMPLOYMENT AGREEMENT

Highline Academy Charter School **Employment Agreement** **DRAFT**

THIS AGREEMENT is entered into on the date set forth below, to be effective as of

_____, between _____

(“Employee”) and Highline Academy Charter School (the “Charter School”), a public, nonsectarian, non-religious, non-home-based school.

The parties agree as follows:

1. Employment. The Charter School hereby employs Employee on the specific terms and conditions contained herein and Employee accepts such employment by the Charter School. Employee acknowledges that, regardless of the possession of a certificate or license under Colorado law, Employee is employed by the Charter School, and is not employed by the School District as a “teacher” defined by the state. Further, Employee understands that while he/she may be a member of any recognized collective bargaining association of the School District, the collective bargaining association is not recognized by the Charter School.
2. Terms of Employment. Employee is an at-will employee for an indefinite term. Either Highline Academy or the employee may terminate this Agreement at any time, with or without cause, for any reason, by providing written notice to the other at the time of termination or within a reasonable time thereafter, regardless of any statements, representations, procedures, or policies that may be promulgated by Highline Academy. The Academy may terminate the employment of the Employee for cause, including without limitation, for declining enrollment or for financial exigencies. If not sooner terminated, this contract shall end on _____
_____. This contract requires _____ working days.

Notwithstanding the foregoing, employee agrees to use Employee’s best efforts to provide Highline Academy with at least ten (10) school days prior notice before terminating employment.

3. Duties and Responsibilities. Employee shall perform the duties and responsibilities of the position of _____ in accordance with the policies, regulations, and rules of Highline Academy. Other requirements of Highline Academy may be substituted from time to time by Highline Academy's Board of Directors or as reasonably requested by the Principal of Highline Academy; and in accordance with all applicable state and federal laws provided, however, that nothing contained in the above-mentioned laws, rules, regulations, policies, and procedures shall alter the nature of the Employee's employment as herein contained.
4. Standards of Performance. Employee shall fully comply with all policies, regulations, bylaws, rules, and practices of Highline Academy and the School District, except as waived by the Board of Education of the School District, and with state and federal laws and regulations. Employee shall perform the duties and responsibilities in a trustworthy, ethical, legal, and diligent manner, using Employee's best efforts to promote the interest and goals of Highline Academy, consistent with the standards for care and quality that accompany the highest norms of the profession.
5. Compensation. Highline Academy shall pay the Employee a salary of \$_____ per month of employment, in arrears, subject to the availability of funds allocated to Highline Academy from the School District. The monthly payment is based on one-twelfth of the salary the Employee would earn on an annual basis. If this Agreement is terminated prior to the 1st day of any month, the salary paid to the Employee for that month shall be prorated and decreased to reflect the number of days actually worked.
6. Benefits. Employee shall be entitled to receive or participate in the employee benefit plans provided by Highline Academy. _____ days of sick leave will be available as determined by Highline Academy and approved policies. Sick pay benefits may be accumulated up to a maximum of _____ days. Employee shall be a member of the Denver Public Schools Retirement System. Highline Academy and the employee shall contribute the appropriate respective amounts as required by the fund of the Retirement System.
7. General.
 - a. Entire Agreement. This agreement contains all of the terms agreed upon by the parties with respect to the subject matter and supersedes all prior

agreements, arrangements, and communications between the parties concerning such subject matter, whether verbal or written. No amendment to this agreement shall be of any binding force or effect unless signed by each of the parties, following any necessary official action.

- b. Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Colorado. If it is determined that some aspect of this Agreement is not enforceable, the remaining portions of the Agreement are not to be binding and enforceable.
- c. Waiver. Waiver by either party of any term or condition of this agreement or any breach shall not constitute a waiver of any other term or condition or breach of this Agreement.
- d. Bond. Highline Academy may, at its option and expense, arrange on its own to obtain a “faithful” performance and/or fidelity bond on employee. Should Highline Academy elect to do this, employee shall cooperate in providing any personal background information necessary to make application for and obtain such bonds.
- e. Board of Charter School Approval. This contract is contingent upon approval by the Highline Academy Board of Directors and is effective upon such approval and execution by the parties below:

IN WITNESS WHEREOF, the parties have signed this agreement on the date set forth beside their names.

_____ Date: _____
Principal, Highline Academy

_____ Date: _____
President, Board of Directors

_____ Date: _____
Employee

Appendix J:
OVERVIEW OF CORE KNOWLEDGE
SCOPE AND SEQUENCE

Appendix K:
CORE KNOWLEDGE RESEARCH

Appendix L: 6+1 TRAIT WRITING ASSESSMENT STUDY RESULTS

Appendix M:
OPEN COURT READING RESEARCH

Appendix N:
SAXON MATH RESEARCH

Appendix O:
LETTERS OF SUPPORT
