

JEFFERSON COUNTY

**DAVID S. D'EVELYN
JUNIOR & SENIOR
HIGH SCHOOL**

PROGRAM

April 1994

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December 17, 1993

Dear Jefferson County Board of Education:

This proposal, submitted to you in December 1993, is intended to meet both the Educational Option and Charter deadlines. Our preference is consideration as an Educational Option first, and in the event it is rejected, it then becomes a Charter application.

An Appendix identifying specifics pertinent to a Charter Application will be submitted in January 1994.

Submitted by the Initiating Committee:

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DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

PHILOSOPHY STATEMENT

The D'Evelyn Program has been developed to continue the alternative educational environment exemplified by the Dennison Fundamental Alternative School program. It is based on the belief that all students, not just an elite group, should be held to rigorous academic and behavioral standards, and that all students can achieve in a challenging program. We, the Initiating Committee, believe the purpose of education is to convey an essential body of cultural knowledge to the next generation, and that a solid liberal arts education is required in order for all citizens to be effective participants in their communities.

Independent, analytical reasoning, based on objective knowledge, is an essential skill and will be encouraged throughout the program. There will be an emphasis upon year-to-year sequential continuity in the development of basic knowledge and competence, with gradually increasing complexity and requirements. A mastery of the skills and knowledge acquired through the study of the basic academic subjects is the foundation for all subsequent learning, regardless of the student's future pursuits.

Though the academic disciplines are distinct, they are also related and reinforce each other. A sound, content-rich curriculum should consist of a healthy balance of required basic subjects, augmented by equally challenging electives. The students will be evaluated using an objective grading system which will have letter grades (A through F). Each graduate of the school will have completed successfully at least the following areas of study:

- 4 years of English – reading and analyzing major works of literature, writing as a means of thinking, public speaking, and critical listening
- 4 years of Social Studies – Western Civilization, World History, American History, American Government, and Geography
- 3 years of Mathematics – Algebra I, Geometry, and Algebra II

- 3 years of Science – Biology, Chemistry, and Physics
- 3 years of Foreign Language
- 1 course in the Fine Arts

All students must demonstrate ability to use a computer for basic word processing, participate in physical education, and choose electives to complete the 22 credits required for graduation.

Students desiring a more challenging level of studies will be able to select advanced level courses to replace required courses during their junior and senior years. Such courses may be in the form of the International Baccalaureate (IB) courses or advanced placement courses.

There are several operating principles critical to successful implementation of this philosophy.

1. Good discipline and order will be maintained to ensure an atmosphere conducive to effective teaching and learning.
2. Courtesy and respect for high moral and ethical standards will be required, and patriotism will be emphasized.
3. Class sessions will meet daily for a consistent period of time on a regular schedule.
4. Students will remain on campus during the entire school day.
5. At specified intervals, each student will receive letter grades based on individual performance, in each course of study.
6. Teachers will have the responsibility to assign homework which is purposeful and relevant.
7. Assigned textbooks will be mandatory for each student in each course. In addition, other resources will be available, and the use of primary sources will be encouraged.
8. Parental involvement will be strongly encouraged.
9. For students in need of special assistance, tutoring will be available.

Submitted by the Initiating Committee on October 14, 1993:

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DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

PROGRAM NARRATIVES

The goal of the D'Evelyn Program is to provide students with a sound liberal arts education providing continuous challenge to all students with specialized support as needed. Our goal is further clarified by Jacques Barzun's compelling quote:

“... that schooling should begin at the beginning and not set out with hopeful endings; that it should make use of reasons and ideas, but not neglect memory and practice; that it should concentrate on rudiments so as to give a body of knowledge to some and the foundations of higher studies to others—well, what is the goal of such schooling? It is to turn out men and women who are not wide-eyed strangers in a world of wonders, but persons whose understanding of what they see makes them feel more at home in our inescapably double environment, natural and man-made.”¹

Our English program stresses the foundational aspects of language and its application as represented in recognized great literature of the ages. Each student, upon graduation, will have studied literature, grammar, vocabulary, and composition as the foundation of linguistic knowledge. That knowledge will be cemented and augmented by spoken and written exercises, providing the practice so essential to developing the skill of effective communication.

Great literature at one level brings insight into the human heart and thoughts, its motivations and complexity. At another level, it brings insight into the interactions and consequences of human behavior. The literature of the ages encompasses richness in vocabulary and composition and enables students to enter into and experience life circumstances well beyond those normally available in a lifetime, to say nothing of a teenager's experience.

This pursuit of excellence will continue through four years in this most central element of our educational philosophy. Students will be expected to continually increase their

¹Jacques Barzun, *Begin Here: The Forgotten Conditions of Teaching and Learning* (Chicago: University of Chicago, 1991) p. 95.

understanding and use of vocabulary and grammar throughout the four years. Oral and written exercises will be designed to elicit increasing sophistication of thought and structure in student product.

To adequately measure students' growth in the recognition and understanding of literary elements (e.g. structure, technique, and timeless themes of human emotions and endeavors), assessments will be primarily essay. We emphasize essay questions, because they require thorough knowledge of the piece(s) studied, and they allow students to support their observations, interpretations, and evaluations by use of citation and logical argument. The essay-based exercise requires the student to really know, analyze, and interpret the material, in contrast to simply recognizing the material as in multiple-choice testing. It also fosters the students' mastery of writing skills by the practice of writing on subjects of established and recognized value. Further, this type of exercise requires clarification of ideas and the ability to identify appropriately material necessary to support well-founded interpretations and/or positions.²

Skillful reading requires immediate recognition of symbols. Reading literature filled with symbols provides a rich store of knowledge upon which to draw. The practice of reading complex texts perfects these skills.³ The heavy focus on great literature, with its accompanying wealth of personal growth, recognizes that education is not simply to prepare students for jobs, but also to prepare students for life. This focus aims to "...address the whole student, his emotional and spiritual sides as well as his rational".⁴

An understanding of history, geography, economics, and government is fundamental to becoming an effective citizen. We believe each student must study world history as well as the history and government of the United States, in order to be able to understand and

²Ibid., p. 142.

³Isabel L. Beck, "Improved Practice Through Understanding Reading," *Toward the Thinking Curriculum: Current Cognitive Research, 1989 Yearbook of the Association for Supervision and Curriculum Development*, ed. by Lauren B. Resnick and Leopold E. Klopfer (ASCD Publication, 1989), p. 52.

⁴David V. Hicks, *Norms & Nobility: A Treatise on Education*, (Savage, Maryland: Rowman & Littlefield Publishers, Inc., 1991), p. vi.

evaluate our place in the world. Similarly, current world events may be understood through the perspective of the past. History explores the politics, passions, philosophies, and economic situations that move men. Students of history are able to take advantage of the accumulated human experience of the ages, thereby gaining insight and judgments regarding past, current, and future human experiences. Courses will be taught in a carefully-planned sequence, building upon previous knowledge so students will gain greater understanding of recurring historical themes.

As Thucydides wrote many centuries ago, “History is philosophy learned from examples.” Proper mastery of history demands that students know sufficient detail to provide evidence to support rationally their thoughts. A proper combination of detail-oriented and essay portions on tests will adequately assess students’ command of the subject. In addition, thoughtful research paper assignments will help to expand students’ horizons.

“History answers not only the what, the when, the where, and the who about the course of human experience on our planet but, more importantly, the why. It provides the basis for understanding such other disciplines as philosophy, the arts, religion, literature, law and government. Through the study of the past, individuals are empowered to develop a more informed way of seeing, knowing, and coping with the larger human society in which they live”⁵

Particularly in a democratic republic, students must know about the origins of the ideas and thoughts that led to the establishment of our country. Without an informed, thoughtful electorate, the underlying philosophy written into the Constitution of the United States cannot be adequately preserved. We must prepare students for roles as

⁵Paul Gagnon and the Bradley Commission on History in the Schools, *Historical Literacy* (Boston: Houghton Mifflin Company, 1989), p. 10.

active, informed citizens (“the principal and permanent rulers of our society.”⁶); to do otherwise is to disenfranchise them of their birthright.

Our educational philosophy embraces the concept that mathematics is an essential component to the development of an educated mind. The study of mathematics develops and refines the use of logical reasoning skills. Mathematics highlights and emphasizes the outcomes of logical and illogical reasoning. The disciplined approach of mathematics is readily extended to all other areas of thought providing an essential element to many occupations and further schooling, especially in the sciences. We believe that all students can succeed in mathematics, if taught carefully from effective texts. All students will be expected to complete geometry and at least two years of algebra. Additional courses will include trigonometry, analytic geometry/math analysis and calculus.

Mathematics, the ancients believed, reinforces the powers of concentration, memory, and logical thinking. These habits of the mind are essential in all areas of the curricula.

“[The study of mathematics] stands as a mighty bulwark against the heretical and preposterous notion that there can be sound learning without concentration, memory, and logical process.”⁷

Mathematics is the language of science without which the study of chemistry and physics, as well as all higher-level scientific study, is impossible. It has been well publicized that American students, for far too many years, have lagged behind those of other developed countries in mathematics and science achievements. In 1990, 57 percent of mathematics doctorates granted in the United States went to students from other countries.⁸ We believe that our graduates must be broadly prepared to pursue any career they desire. To that end, all will leave with adequate mathematics skills to qualify them for further studies, apprenticeships, or employment.

⁶Mortimer J. Adler, *The Paideia Proposal*, (New York: Macmillan Publishing Company, 1982), p. 17

⁷Hicks, *Norms & Nobility*, p. 144.

⁸U.S. Department of Education, Office of Educational Research and Improvement, *National Excellence: A Case for Developing America’s Talent*, (October 1993), p. 11.

Science and the scientific method are essential for understanding our world and man's place in it. The science program will be based upon what we consider to be the three "pillars" of science: biology, chemistry, and physics. These three main elements are the basic foundation to all other scientific fields of study. Moreover, they form continuity of understanding in which knowledge from one supports and extends the conceptual framework of the others.

In addition to standard textbook course work, studies in the science program will involve laboratory work, data analysis, proof of basic laws and principles (analytically and/or experimentally), problem solving, and scientific reasoning skills which form the essence of the Scientific Method. Awareness of the nature and limitations of science, as well as its relationship to, and dependence on other academic disciplines will be fostered.

Because of the need to compete more effectively in the world marketplace, we believe that students need more time spent mastering both mathematics and science.

"...our children, because of a dearth in math and science courses, do not have the choice to major in these fields. Most students do not take the prerequisite courses which would allow them to enter engineering colleges, and many of those that do take the prerequisites need remedial work."⁹

There is significant evidence that students who have taken more science and math courses are not only better qualified to enter into a variety of fields, but that their scores on such tests as the ACT (American College Test) improve significantly.¹⁰ In these days of grade inflation, college admission officers often rely quite heavily on either the SAT or ACT scores.¹¹

The National Commission on Excellence in Education has recommended that all high school students take three courses each in science and mathematics for graduation as a

⁹Robert Emmet Long, ed., *American Education*, (New York: The H.W. Wilson Company, 1984), p.139.

¹⁰ Jeffco ACT Scores (attached).

¹¹ Conversation with Bill Young, Admissions Officer, School of Mines.

minimum requirement.¹² We need a highly literate public, scientifically knowledgeable and capable of deliberating and passing intelligent judgments on national issues such as nuclear power, environmental pollution and ecology.

We believe that knowledge of at least one foreign language and its culture greatly expands one's appreciation of the world in which we live. This knowledge also helps the student appreciate the English language and American culture. Studying a foreign language enhances the development of vocabulary, spelling, reading, and comprehension of oral and written expression in the student's own language. Study of foreign language is essential in a world in which international trade and travel are a reality. The requirement of three years of the same foreign language will allow the student to achieve some proficiency in the chosen language. Knowledge and understanding of the associated culture and literature will be a component of foreign language courses at each level. All classes will emphasize vocabulary, understanding, reading, speaking, and writing the language while using correct grammar and word order. The school will seek to provide a variety of languages such as Spanish, French, Russian, Japanese, German, and Latin.

Fluency in English is essential for all Americans, but the value of a second language is not to be ignored.

“Like free enterprise, language is a living thing, and it rises or falls according to its use, both as a medium of cultural expression and as a means of commerce. Knowledge of a foreign language can open many doors. Think, for example, of Marco Polo, the greatest trader of all time. He was a great trader because, among other things, he was a linguist. He resided at the court of the great Khan, because he literally spoke his language. Think of Cortez, whose conquest of Mexico was possible because of Malinche's role as translator of the Aztec. Without understanding his adversary, not even Cortez's considerable military skills would have sufficed.”¹³

It is sobering to think of the multitude of Europeans and Far Easterners fluent in English when compared to the number of Americans fluent in other languages. Our ignorance of

¹² National Center for Education Statistics, Digest of Education Statistics, (U.S. Department of Education, 1993), Table 137.

¹³ David T. Kearns and Denis P. Doyle, *Winning the Brain Race: A Bold Plan to Make our Schools Competitive*, (San Francisco, California: Institute for Contemporary Studies, 1988), p. 174.

foreign languages is woeful, and it is an embarrassment internationally.

Each student will be required to take a year-long course in computer, keyboarding, and typing sometime between the seventh and ninth grades. This required course will prepare students to type their own papers, do spread sheets as needed for science classes, and have working familiarity with some word-processing software. Students who can demonstrate competency will be exempt from this class. Transferring high school students must demonstrate competency or take the course. Appropriate upper-level computer classes will be designed and offered as electives to interested students.

Physical activity is an important aspect in a balanced education. There will be a broad program of physical activities with emphasis on active participation. We perceive three methods of achieving the goal of physical education. Team sports provide opportunities for cooperation and competition. Both individual and team sports build self-image and self-discipline. Recreational activities foster better use of free time and encourage lifetime participation. We will require each student to participate in some form of activity, leading to the goal of balanced physical activity. Participation may be in a private, recreational, or school program. If the “program” is extracurricular, costs must be borne by the student’s family.

The final physical education program will depend upon the staff interest and availability. At present, we anticipate each student will be required to take one year of physical education or provide evidence of some team or individual sport participation. We are currently involved in preparing to make sports—such as golf, soccer, basketball, baseball, and tennis—a reality at the school for our students. Thus, it is likely that team participation will be available at the school.

Electives will be determined and provided for during the development of the core content areas. Likely courses will include forensics, debate, drama, vocal and instrumental music, visual arts, and computer science. Each course will be selected to strengthen and broaden the already content-rich course of study. We would like to build flexibility into the program, allowing for the substitution and addition of electives as parent, staff, and student interests indicate.

Each student is required to take a course in the fine arts. This requirement may be satisfied by practical courses in music, theater, and art. Under discussion and development is an Arts and Ideas course that could fill the requirement for a course in the fine arts. Through serious study of the arts, each student will develop judgment and appreciation for the Arts, one of the highest creations of human effort. Armed with this background, the entire rich world of art is available for appreciation and understanding.¹⁴

With the broad background of knowledge that will be gained by this content-rich course of study, graduates of this school will have many choices open to them. Students may pursue any one of three options: a standard diploma whose worth is verified by the required courses and expected achievement level; Advanced Placement (AP) classes; or if offered, the International Baccalaureate (IB) Diploma, or a standard diploma with one or more International Baccalaureate Certificates in particular subject areas.

Our goal of providing a sound liberal arts education is supported by the use of objective assessments of progress. Assessment demonstrations will be oral (speeches, presentations, oral discussions) and written (tests, essays, research papers). Letter grades are an indicator of progress and will be tabulated at six-week intervals. Three six-week grades, plus the final exam, will comprise a semester grade. High expectations for mastery of course content and quality of work will be clearly defined.

The rigorous program we have outlined is not possible without an orderly atmosphere where achievement is valued. The school day will be structured to provide a continuous learning environment where all students attend full time and remain on campus during the entire school day. Study halls will be available and required for students not carrying a full class load.

Each student has the right to an education free of disruptions that interfere with learning. Behavioral standards will be clearly defined and infractions will be dealt with promptly and fairly. All students, staff and parents will be expected to maintain a behavior standard that demonstrates respect for authority, others, and self. Responsibility, honesty, self-

¹⁴ Hicks, Norms & Nobility, p. 139-141.

control, kindness and fairness will be encouraged and expected. A contract stating the behavioral expectations is being developed and will be required for both student and parents/guardians to sign.

We recognize that the high level of personal discipline necessary for high academic achievement must be supported by a disciplined environment. Achievement data show those schools demonstrating the highest level of academic achievement also have very high behavioral expectations which are strictly enforced. We might ask,

“...why it is that James Joyce could be delivered out of the most rigid Jesuitical circumstances, whereas a hundred Summerhills have yet to deliver a James Joyce?”¹⁵

We understand that the course of studies required for each student is comprehensive and rigorous. Some studies may need help initially or in certain courses. To accomplish this end, we intend to have a formal tutoring program available for students in need of additional help to master the curriculum. The details of this program will be worked out by the Steering Committee and may be modified to best serve the needs of students.

We recognize the variability of text books and require full freedom to select appropriate texts for use in the D’Evelyn Program. These texts have not yet been selected. By opening date, we will provide the Board of Education with a list of the texts being used at the school. As grade levels are added, we will provide the Board of Education with a list of additional texts.

The D’Evelyn Program has been conceived by parents, and they will continue to be an integral part of its functioning. All parents, students, and staff must understand and embrace the philosophy of the school. Some parents may choose to assist students in tutoring or use their expertise as mentors.

¹⁵ John H. Bunzel, ed., *Challenge to American Schools: The Case for Standards and Values*, (Chicago: Oxford University Press, 1985), p. 28.

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DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL

PROGRAM OUTCOMES

Jefferson County's Vision Statement: "Students and their proficiencies are the central focus of this school district. We value the full development of the intellectual, spiritual, emotional, and physical potential of each individual regardless of ethnic and cultural background, sex, or socio-economic status."

Our philosophy supports the District's Vision Statement: We believe that all students within the D'Evelyn Program can excel in a challenging program of rigorous academic and behavioral standards. We believe that spiritual and emotional growth are important, but the school will take a supporting, not primary role in their development.

Our response to the District Outcomes incorporates the philosophy that a foundation of basic skills, knowledge, and personal well-being is essential for further learning. Our school specifically builds upon the basic skill and knowledge components. We believe that there is a body of basic, timeless knowledge that is necessary for all students and that early elementary education is devoted to acquiring these fundamental skills and knowledge. The secondary level will emphasize deeper knowledge and greater understanding, and mastery of these skills and knowledge areas.

An Effective Communicator:

What it is: (District's definition)

-Expresses ideas using a wide variety of methods including written and spoken languages, math, and the arts.

What it looks like: (D'Evelyn Program)

Reading – emphasis on appreciation of each genre of literature; analyzes at grade level these various forms: literature, non-fiction (to include primary sources), and technical writings.

Writing – emphasis on writing as a means of thinking, learning, and expressing oneself; mastering the use and evaluation of all types of discourse; accurate spelling, punctuation, grammar, and vocabulary required

Language – emphasis on mastery of the English language: correct use of syntax, grammar, rhetoric, and logic in all subject areas

Speaking and listening – the expectation of all students to follow directions, participate in discussions, ask questions, critically evaluate information, and prepare and deliver oral presentations

Math – understanding of basic mathematical concepts; writing and expressing these concepts; expressing scientific concepts and data in mathematical terms

The Arts – an appreciation of the history and theory of the arts; student communicates how the arts relate to and influence other subject areas.

Technical Areas – students conversant in use of computers, calculators, and in the reading and writing of scientific papers

Foreign Language – knowledge of sufficient vocabulary and grammar to read, write, and speak in the language

The Complex Thinker:

What it is: (District's definition)

-Analyzes, evaluates, and synthesizes information and ideas from multiple resources to make responsible, informed decisions

-Applies flexible and creative ideas and approaches to identify and solve problems

What it looks like: (D'Evelyn Program)

- Learning centered around basic knowledge, historical, and cultural literacy
- Student uses concepts and skills from distinct subject areas, recognizing their interdependence
- Student seeking, evaluating, and synthesizing information and ideas through study of specific areas; learning to ask questions, to identify and access pertinent information, to examine and evaluate ideas, trends, hypotheses, and theories
- In-depth research as it applies to subjects; building on previously learned research skills; developing a deeper understanding and interest of the subject
- Study of math and science to develop logical reasoning skill

A Responsible Citizen:

What it is: (District's definition)

- Develops an awareness and an understanding of one's own culture and ethnic heritage as well as that of others
- Promotes and supports attitudes, practices, and policies that enhance the quality of life in our multi-cultural, interdependent world

What it looks like: (D'Evelyn Program)

- Masters facts, ideas, and concepts through study of history and great literature
- Examines various approaches to history: social, political, economic, and intellectual
- Study of civics, geography, and government examining social, cultural, economic, and scientific trends
- Study of foreign language in context of the culture and history

-Develops teamwork and cooperative work skills through sports and other extra-curricular activities

-Study of great literature providing opportunities to examine characteristics of responsible citizenship

Self-Directed Learners:

What it is: (District's definition)

-Takes responsibility for self-improvement and ongoing learning

-Plans, evaluates, and adapts using the lessons of the past and forecasts of the future

What it looks like: (D'Evelyn Program)

-Expectations for learning clearly defined and communicated to students

-Emphasis on mastery of subject materials

-Continued development of study skills; library and other research skills emphasized

-Opportunities for students to do intensive individual study; opportunity to master advanced level courses

Quality Workers:

What it is: (District's definition)

-Creates high quality products, services, and performances through both independent actions and teamwork

What it looks like: (D'Evelyn Program)

-High expectations for all students and high standards for the quality of student work

-Required participation in extra-curricular activity developing teamwork skills and satisfaction in task accomplishment

-Sports, academics, and the arts providing measurable indicators and rewards for quality work

We intend to identify proficiencies for specific curriculum areas as the curriculum is selected.

These will be reviewed for appropriateness and successful achievement on a regular basis.

Below is an example of proficiencies we intend to generate.

Physics:

-be able to explain the basic laws of physics, their significance and inter-relationships

-be familiar with the experimental basis which relates to the different laws

-be able to apply the laws to situations not previously encountered

-be able to appreciate the limits of the applications of these laws

-be aware of the implications of these laws in daily life

-have gained an awareness of the social and historical perspective in which the development of physical ideas has taken place

The proficiencies of an effective communicator, a complex thinker, a self-directed learner, and a quality worker will be satisfied through the students' active involvement with the curriculum. Responsible citizenship and ethical behavior, however, speak of the character of the student, since responsible citizenship and ethical behavior are impossible in a person lacking character. Through the disciplined environment, careful selection of all staff, and the thoughtful selection of course materials, we intend to uphold the high ideals of seeking knowledge and truth for our students. We recognize that the purpose of education is much greater than simple preparation for employment. Properly delivered, education should cultivate the human spirit:

“...to teach the young to know what is good, to serve it above self, to reproduce it, and to recognize that in knowledge lies the responsibility.”¹⁶

The spectacle of human striving recorded in great literature and history offers examples of the range of human behavior. Great literature is an effective and powerful vehicle to teach the lore of our forefathers, the vast array of ideas and their consequences, and the example of noble human types.

¹⁶ Hicks, Norms & Nobility, p. 13.

DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL

GOVERNANCE

The Steering Committee

The school will adopt a site-based management structure. It will be governed by a Steering Committee consisting of the following: 1 principal, 3 teachers and 4 parents. *(Amended to 5 parents and 2 teacher per MOU 6/7/99, Jefferson County School District approved)*

Their overall task will be to make the broad decisions such as upholding, interpreting and clarifying the philosophy, approving new curriculum, maintaining relations and communications with the district and reacting to new laws or district policies, etc. The Steering Committee will be free to involve other people for input and advice in making decisions as it deems appropriate. *(See MOU June 7, 1999 regarding Bylaws and Emeritus Members)*

Start-up Phase

This phase has been postponed upon the recommendation of the District as stated in the Memorandum of Understanding, April 4, 1994. It will be implemented in two years.

The Initiating Committee is made up of seven parents. Their task will be to coordinate the process of hiring the principal and department heads and to select members of the Steering Committee for the first year of operation. The Initiating Committee will appoint the first Steering Committee from the newly hired staff group and four of the Initiating Committee parents.

The principal will be the only permanent member of the Steering Committee. The first terms (and first terms only) served by parents and teachers will be of varying lengths to create a staggered succession pattern. The first terms will be as follows: 1 year term – 1 parent and 1 teacher; 2 year term – 1 parent and 1 teacher; 3 year term – 2 parents and one teacher.

Subsequent Elections and Terms

Other than the principal, who is a permanent member, Steering Committee members will be elected by a majority vote of the parents, teachers and staff of the school. Steering Committee members will serve two year terms and may not serve consecutive terms. (*Amended: See Policy Book , By-laws, MOU April 4, 1994 and 1998-02-02 Letter to Rick Lopez about SC composition and length of terms.*)

Nominations will be made by the Steering Committee and any parent, teacher or staff member. Vacancies in mid-term will be filled by appointment of the remaining Steering Committee members by a consensus decision process. The makeup (number and type of members) of the Steering Committee may be changed by the Steering Committee with approval from the district. Amended with District approval.

Hiring the Principal

The appropriate assistant Superintendent will be a member of the committee which hires the principal. Because of the importance of continuity with the Dennison program, the Steering Committee will select a team from Dennison, made up, if possible, of the principal, 1 teacher and 2 parents. They will participate in hiring the D'Evelyn principal. The hiring committee will reach a decision on a consensus basis.

Input will be sought from various parents, teachers, and principals in the hiring process. The district Recruitment and Employment Department will be utilized to aid in the search for staff.

Other Responsibilities

The appropriate Assistant Superintendent and the Steering Committee, will be responsible for replacing the principal should this become necessary. (The committee will involve the former principal at its discretion.) They will also be responsible for leading the performance evaluation of the principal. Following a collaborative approach, they will involve staff members who are not on the Steering Committee in this process.

Steering Committee may delegate certain of these decisions to other teams.

For site-based management to work, it is essential that the Steering Committee have authority to allocate funds obtained from the district. It is their responsibility to see that all expenditures and fund raising are done within district policies other than those specifically exempted in this application.

Administration

The district is moving toward ideas such as site-based management, teaming and performance pay. There now exists in these areas varying degrees of implementation and discussion in these areas.

The D'Evelyn Program will use site-based management with a participatory approach. It is an increasing trend to find models of participatory techniques in academe, business and government. Each organization finds its own fit in how to implement this, and the D'Evelyn Program will be no exception.

The participatory process has its goal building up the capabilities of the people involved. The basis of this style is to respect the individual for decision making abilities and foster trust among students, teachers, parents and administrative staff. Open communication of what is going on and why, is a hallmark of this management style.

Day-to-day operations will be left to the staff, teachers and students. Though the school must build its own style of participation, we list a few things that are typical of truly collaborative environments.

Teams do much of the decision making on a working level. This may include scheduling, curriculum coordination, hiring, evaluation and dismissal with due process, staff/teacher duties and structure, facility layout, budgeting and capital expense proposals. It would be consistent with participatory structure to include students in some of these team decisions. Each team does have a leader responsible for facilitating and guiding decision making processes.

The principal and other management personnel will assume more the roles of coach, mentor and leader instead of supervisor and policeman. The goal is to create an atmosphere where teachers and staff have increasing responsibility for their jobs and students have more responsibility for learning.

Because this is an integrated secondary program, 7-12, teachers may be responsible for working in a variety of grade levels. Teachers and staff will own more responsibility for the performance of the school as a whole. Team systems break through the traditional, “It’s not my job” syndrome.

How will disputes be handled, especially between parents and teachers? A collaborative approach indicates that every effort should be made to solve the problem at the level at which it occurs. With this in mind, prevention will be the first order by educating incoming parents to the team concept.

Everyone must expect that problems will be solved by facing them directly with the parties involved and by measuring decisions against the philosophy – both educational and administrative. A team coach, probably the department head, will serve as facilitator in these “active communication” sessions. Every effort will be made to solve problems at the school site.

The participatory approach is not intended to change the rest of the philosophy, rather, it is a method to achieve the philosophical goals in a more efficient way. There is a great educational side benefit for students who volunteer to be on particular teams. They will be well suited to help businesses and other institutions wanting to make the transition to participation.

DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL

STAFFING

The Principal

The principal is the on-site day-to-day leader. The principal's primary role is to support the teaching and learning activities of the school. He/she must embody the philosophy of the school and take responsibility for maintaining the integrity of the curriculum. We intend that the principal also be involved actively in teaching classes, as opportunity allows, as a way to keep in touch with student and teacher needs.

The principal must be a lifelong learner, able to inspire the staff and students to strive to their potential. He/she must be a visible liaison for the school community members and provide some public relations functions in the larger community.

K-12 Continuity

The D'Evelyn Program is an extension of the philosophy of Dennison. Dennison will continue to be a main source of student enrollment. The tie to Dennison is made that much stronger by the proposal to transfer the 7th and 8th grade programs to the D'Evelyn Program.

Parents of these students will expect continuation of the same academic and behavioral environment. It is essential, therefore, that continuity be maintained between the two programs. The central force in maintaining the philosophy is always the day-to-day leader--the principal.

We therefore propose the reciprocity in hiring the principal of both schools be maintained. Just as the D'Evelyn Program Steering Committee will involve a committee from Dennison, we request that a committee from the D'Evelyn Program be chosen by Dennison and be involved in hiring the principal of Dennison

should replacement become necessary. The make-up of these committees will be, if possible, the same: the principal, 1 teacher and 2 parents.

Teachers

Teachers have the power to inspire interest in learning or to cause the student to react with indifference to the subject being taught. Therefore, hiring teachers must be done with the utmost care and consideration.

The first priority is to ensure that they understand and agree with the academic goals, practices, and Philosophy of the school. The Philosophy Statement itself should be an attractive message to the potential new hire and an important hiring criteria. The belief contained in the Educational Options Policy of the School Board says it well, “We believe teachers, students, parents and administrators should choose educational options. Such choices should result in philosophical matches for teachers, students, parents and administrators.” The district Personnel Department must support the personnel changes necessary to achieve these goals.

Second, and just as important, those hired must have the desire and ability to work in a participatory environment. It is no small matter to change from an autocratic approach to a team concept. Those unable to make this transition can cause undue stress on the school and themselves, and they may fail in the new environment.

Third, skill level is essential, and each teacher should have extensive knowledge in his/her respective area. We will look for those who demonstrate an enthusiasm for learning. They should be lifelong learners who are able to share their love of a subject. Especially, they should be respected by former students.

Start-up Hiring

The Initiating Committee will begin the hiring process. As more staff members are hired, they may be selected to participate also. The principal, once hired, will be

involved in all hiring subsequent to his/her own appointment. It is anticipated, but not required, that the principal will be the first staff member hired.

Junior High

What will be the position of the 7th and 8th grade teachers at Dennison, given the move of these grades to the new school? Jobs will be offered to all current teachers. Dennison Junior High teachers will also be given preference in interviewing for 9-12 positions, assuming they have equal qualifications. Those who do not agree with the philosophy of the school are strongly encouraged to evaluate carefully whether they should transfer to the new school or seek to be placed elsewhere.

On-going Hiring

When hiring is needed, temporary hiring teams will be involved in the hiring process in the belief that those who must work with individuals are best suited to select them. The principal and/or team leader will sit on the hiring team as well as volunteers who will be working most closely with the new hire.

Because the hiring process will be a participatory one, the principal, with the advice of his staff, teachers, and/or the Steering Committee must develop a hiring system which involves the hiring team in the whole process. The goal is to reach a hiring consensus.

The hiring criteria used must be consistent with the school's philosophy. It will be the central responsibility of the team leader or principal to see that the philosophical match is a top priority when hiring.

Site-based Exemptions and Contract Changes

Hiring – A greater span of control at the school level is consistent with district goals. The school must be free to hire staff which best fits the academic and administrative philosophies. District teachers will have hiring preference. People outside the district

will be considered only if suitable matchers cannot be found within. Accordingly, the following change is desired in reference to the JCEA contract:

Articles 34-7-1 Second sentence to read: “Said involuntaries and unassigned leave returnees will be placed into open ongoing positions in a school with which they are philosophically matched, agree with the school practices, and for which they are qualified, if available.”

Involuntary transfers are in conflict with the option policy to create philosophical matches. Changing this article will alleviate aggravation imposed on transferred teachers as well as their team members.

Performance Pay – The school would like to explore the possibility of performance or bonus pay in the future. We believe that rewarding teachers and staff for superior performance and/or extra effort could create a positive and dynamic environment if done properly. One possible avenue would be to add academic duties to those tasks which qualify for Additional Performance Pay. (JCEA contract: Appendix 1, 1-3 Certificated Additional Performance Pay)

Evaluation – Under the teamwork approach, teachers and staff will be evaluated by administrators, peers and students. District Evaluation Forms will be used although other, internal forms may be developed by the teams as preparation for the district forms.

Remediation/Dismissal – Work teams will participate in the remediation of team members, just as they will the hiring and evaluation process. Team meetings will be used to address performance issues on an ongoing basis. This process quite often will result in improved performance and repaired relationships that non-communicative environments do not address.

The team, if necessary with involvement and approval by the team leader and principal, may recommend dismissal of a team member for unsatisfactory performance. Performance is defined as including job results and related responsibilities such as attendance which affect performance directly.

Definitions

Staff – Includes all administrative personnel including secretarial, custodial.

Teachers – All teachers including department heads, counselors, media specialists.

District – Jefferson County School District R-1

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DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

APPENDIX A – OPERATING PHILOSOPHY

“The fundamental principle of successful management is to allow subordinates to make full use of their ability.” Kaoru Ishikawa¹⁷

We mentioned the intent of using a participatory team approach in the administration of the school. Here, in slightly expanded form, are some of the philosophical underpinnings upon which it is based. We need to make the point that there is no tightly defined “right way” to implement this concept nor one source regarding how to “do it”. Most of the language and ideas below were written with corporations in mind. This does not invalidate it for use in schools or in any organization, public or private, profit or non-profit. Indeed, most of the authors referenced have met with success in all of these organizational types.

People

“People really want to be great. They need to be great.” Ralph Stayer¹⁸

The finest reason to change to this approach is people, not greater efficiency or successful outcomes. Participation recognizes that people have greater capability than our organizations traditionally allow them to demonstrate.

Patricia Carrigan, General Manger of a General Motors parts plant in Michigan, changed the entire work atmosphere and had this to say, “...they are taking a level of responsibility we have not often asked of people other than managers. Today somehow is different than it was when someone said, ‘park your brains at the door

¹⁷ Kaoru Ishikawa, What is Total Quality Control?, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1985), p.112.

¹⁸ Ralph C. Stayer, Leadership Alliance, (Video Publishing House, Inc., 1988).

and don't forget them when you go out' because you'll need them when you're being a dad or a member of the community.”¹⁹

Why is there such wide and intense participation by people in volunteer organizations? Isn't it because people are allowed to excel and do things their workplace would never allow – and get praised for it? Volunteer groups don't turn down help or curb creativity. People want to be useful. They are willing to freely donate time to exercise their abilities. Why not let them do this at their workplace?

The foundation of the whole approach is designed to foster growth in the individual. If we concentrate on the process, the desired outcomes will result. Teachers who are involved in and excited about their jobs will produce highly capable students. Students who are excited and involved will be successful and responsible learners; their accomplishments will produce a great school.

People want and need the freedom to exercise their skills and take responsibility for wider facets of their work. We assume that no one, faculty, staff or student comes in the door with the intent of failing. Everyone wants to succeed! People really do want to be great!

Decision Making

“The first strategic decision I needed to make was, who should make the decision?” – Ralph Stayer²⁰

This idea is designed to empower the individual. It drives decision making down the ladder for very practical reasons and for the benefit of everyone involved. Ralph Stayer's answer to the question is, “Usually, the people who implement the decision and have to make it work are the best ones to make it.”

¹⁹ Patricia Carrigan, Leadership Alliance, (Video Publishing House, Inc., 1988).

²⁰ James A. Belasco and Ralph C. Stayer, Flight of the Buffalo, (New York: Warner Books, Inc., 1993) p. 67.

How many times have edicts come down from management that hamper the work instead of help? Those doing the work can immediately see the implementation problems, but they were never asked. The result is that trust begins to crumble. However well intentioned the decision, when it happens repeatedly, the employees conclude that it is done on purpose – to intentionally hassle their lives. Is it any wonder they begin not to care about their jobs?

One obvious advance would be to ask for input before the decision is made. While good, in many cases, this doesn't go far enough. Why not give the employee or team the entire decision? One reason is that, just as the employee has information management does not, so management has information the employee does not. This style requires an intense amount of communication, together with the assumption that people can understand and can deal with the issues. Usually, the information they need falls into a two areas, budgets and vision. It is difficult to make decisions if you don't know costs and their consequences.

Similarly, if everyone knows the philosophy and where the organization is headed, it reduces the dependence on the administration and allows greater control at the working level. Training becomes a key factor in moving decisions down the ladder.

The management knowledge and skill thus gained combine with job knowledge to yield faster and better decisions. Those who decide should usually be the ones who have to implement the decision.

Leadership

This philosophy does not do away with leaders. Each team needs a leader. The organization needs a leader. They are essential. However, a new kind of leader is needed. This environment needs a leader who believes in people and whose personal measure of success is the growth of those around him.

The new leader becomes a coach and mentor. He is responsible for leading change: change in himself and change in his people. The shift from a directed autocratic

approach is accepted fairly well by most, in theory. But, when it comes to practice it can be uncomfortable, and the leader must understand and believe in the philosophy strongly to weather these early storms.

The new leader enables his people by giving them the resources and permission to operate. He is responsible for seeing that all is done within the framework of organizational philosophy. His people, on the other hand, must be more responsible for their own environment.

“My job description is a joke”, is an often heard complaint. The old style supervisor, understanding the implication that he hasn’t done the job, might lash back or actually consider it and rewrite it.

The new leader says, “Really? That is a problem. Why don’t you rewrite it, and we can discuss it next week? In fact, you are the one who knows best when your job changes. Let’s make it part of your review that your job description must always be up to date.”

Trust

“Drive out fear” – W. Edwards Deming²¹

If this is one of Deming’s fourteen points to pull our organizations out of crisis, there must be a good reason. There is.

People do not trust each other. Management doesn’t trust employees, and employees don’t trust management, or each other. This causes severe problems in the ability to accomplish organizational goals.

Quality leader Joseph Juran believes that 92 percent of all organizational problems are the fault of leadership. It all starts with leadership, since a lack of trust begins with how leadership operates. The bearers of bad news are shot on sight. Even the

²¹ Edwards W. Deming, *Out of the Crisis*, (Cambridge: Massachusetts Institute of Technology, Center for Advanced Engineering Study, 1982).

creators of new ideas are executed! People are afraid to tell, “...the emperor that he has no clothes.”

Trust must be built by driving out the fear of expressing concerns, problems and ideas. People must be encouraged to lay the truth, as they see it, on the table. Leadership must welcome the surfacing of problems as vehicles of change, instead of personal attacks.

This type of environment drives out politics and ushers in teamwork. Politics means decisions made for personal gain with personal agendas. Teamwork means decisions made to reach the goals of the team and the organization.

One of the proper organizational goals is to build competence in people. By building an atmosphere of trust, you end up reaching both ends. People reach their agenda, and the organization reaches its objectives. The two should not be opposed at all; they should be one.

Yet, in this country institutions seem to be internally at war as if fortunes were not all tied to the success of the same organization. We have extensive contracts which spell out every conceivable contingency, because we don't trust each other. We have political agendas instead of teamwork agendas. We have unfulfilling work, poor results and a world which sees our decline.

Our work lives and associations with others cannot be rewarding under this system. We must develop the notion that success is measured more by how we serve others than how we serve ourselves.

We must drive out fear and build trust.

We are They

In this document we have used the words management and employees, because that is the common language. However, that should not be the new language, because

it has come to represent a gulf between the two. It's another place where the battle lines must be erased.

There should be no battle. The lines are created in the minds of people. Everyone has seen or experienced the time when the line worker, because of his good performance, is promoted to be supervisor. Suddenly, his life changes. Those who used to be his friends are no longer. Yesterday, they joked with him; today, they don't trust him. His motives are now under suspicion, and he should always be the last to know.

This culture shock should not occur. It is no longer we versus they, it is all of us. Some organizations use the term members to refer to everyone. Some members are leaders and some are coaches. This language helps, but it is mere window dressing if the foundation of trust is not a reality.

This is not the idea that management is not necessary or that it must go away. It is not the idea that leadership is bad and must be despised. These functions are vital.

The idea is that everyone in the organization can begin to grow in management and leadership skills. If the leader's intent is to pull people along in these skills, then management will be shared. The battle lines will become blurred as the organization becomes a seamless whole, driving toward common objectives.

Active Communication

"Everyone must be able to talk to each other freely and frankly. That is the spirit of TQC."

Kaoru Ishikawa²²

Part of the culture must be to confront issues early. All coaches must foster personal confrontations as a method to get people working together.

People must approach issues trusting that others want to do their job correctly. The vast majority of the time, when problems occur and the research is done, you find a

²² Kaoru Ishikawa, What is Total Quality Control?, p. 109.

good reason why a mistake was made or a deadline missed. These are called system problems.

Unfortunately, human nature usually likes to assume poor motive or uncaring attitudes as the cause. Only one-on-one communication can resolve mistrusting attitudes and discover the real problem so it can be corrected.

Coaches are remiss if they allow complaining about individuals to third, fourth, and fifth parties. Team meetings can often be a good place to air feelings and discuss problems.

Active communication in team meetings can go farther toward positive reinforcement of good performance recognized by team members. Under this philosophy, care and trust toward team members are valued performance traits in reaching job goals.

Quality

“The system for causing quality is prevention, not appraisal. “ Phil Crosby²³

Everyone seems to want quality. But to get it, it must be defined, and it must be taught. Quality does not happen by accident; it happens on purpose. Quality is effected by changing and creating systems which produce it. Part of inservice training needs to be the study of quality and how to implement it.

The broader sense of quality, Total Quality Management, encompasses the total approach to managing. The deeper one gets into quality the more one realizes that great quality comes from committed individuals who understand what the standard is and are motivated to achieve it. Total quality relies on providing an environment in which people want the responsibility of quality.

Most of the work to be done is not motivational but the removal of factors which do not motivate. As Phil Crosby puts it, “Hassled people just do not produce quality

²³ Phillip B. Crosby, *Quality Without Tears*, (New York: McGraw-Hill, 1984) p. 73.

work; sometimes they do little work at all. A ‘hassle’ company is one in which management and employees are not on the same side. ‘Hassle’ means that the people inside the company spend more time working on each other than they do making something happen.”²⁴

²⁴ Phillip B. Crosby, *Quality Without Tears*, (New York: McGraw-Hill), p. 19.

DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

EVALUATION

Consistent with district and state intent, the Accountability Committee, under the auspices of the Steering Committee, will be charged with monitoring, evaluating and improving school progress. The accountability process will be a coordinated effort with Dennison for the purpose of strengthening program cohesiveness. Both schools will work together to arrive at a satisfactory arrangement.

Specific areas that will fall under official evaluation processes will include, but not be limited, to the following:

1. Graduation Rate – We expect students to maintain a graduation rate at least equal to the district's average.
2. Achievement – We expect mean test scores on ACT, PSAT, SAT, and ITBS/TAP to exceed the national average for any given year.
3. Attendance Rate – We expect the attendance rate to equal or exceed the district's average.
4. Effectiveness of Curriculum – The school will monitor the effectiveness of using curriculum with gradually increasing complexity. Indicators of success will include maintenance of students' GPA's as they move to higher levels, students' interest and eagerness to master the required content, and teacher evaluation of appropriate levels of skill in each department. Normed tests in individual subject areas may be used to compare students with others nationwide. Normed tests will be given only after examination of the tests indicates they are worth the cost and time required to administer them.
5. Advanced Level Courses – Advanced Placement testing will be offered to students desiring to participate. Students taking the Advanced Placement courses will be required to take the applicable AP test to receive full credit. If the International Baccalaureate program is implemented, we expect a gradually increasing number of students to choose this more demanding level of study.

6. Student/Parent Perceptions – Students transferring into or from the high school will be surveyed. These comments will be used during the evaluation process to determine aspects of the school that are worthy of praise or in need of improvement. The perceptions of the school community will be monitored on informal and/ or formal bases to indicate the level of satisfaction with the school. A waiting list for admittance will be viewed as an indicator of school success.

7. Geographical Neighborhood Relations – The relationship between the school and the surrounding neighborhood will be periodically assessed.

8. Post-graduate Success – The school will track post-graduate student activity for a minimum of two years following graduation. We expect former students will further their education or be meaningfully employed.

9. Management Style – The effectiveness of administering the school with a participatory management style will be continuously assessed. Inservices on a periodic basis will address training in this management style. Problems will be corrected as they appear. We view this method of management as a means to arrive at the overriding school goal of academic excellence; it is not the goal itself.

Response to school evaluation data will be dependent upon results. Positive indicators will encourage and give insight into achieving higher levels of effectiveness. Negative or neutral indicators will highlight areas in need of improvement.

It is the responsibility of the Accountability Committee to arrive at a plan to achieve improvement in problem areas. The Steering Committee will review and approve the plan before it is disseminated to the community at large. Plans may be formal or informal, but they must be in writing, and they must include a method of evaluating the success or failure of the plan in reaching the desired goal.

The Accountability Committee will have the responsibility to prioritize areas needing improvement so that issues may be addressed in a timely manner.

DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

ACCOUNTABILITY COMMITTEE

NAME

The name of this organization shall be the D'Evelyn Program Accountability Committee.

PURPOSE

1. Serve in an advisory role to the Principal and Steering Committee. The principal is responsible for ensuring the implementation of the accountability process in the school.
2. Plan ways to enhance the quality of education in the school by assessing needs; evaluate, set and monitor building-level goals.
3. Coordinate input from the principal, staff, parents, students, parent/teacher organizations, community residents and others interested in improving education.
4. Formulate goals based on local school needs, taking into account district and state-level goals
5. Participate with the principal and staff in the cooperative development of an annual school improvement plan and approve the resulting plan.
6. Increase community awareness of school improvement and the accountability process.
7. Provide a communication link among the school, Area and District Accountability Committees.

RESPONSIBILITIES

1. Select from its members a chairperson, who is not an employee of the school, and a recorder.
2. Select at least one representative from the school accountability committee, other than the principal, to serve on the appropriate Area Accountability Committee.

3. Submit to the Program Evaluation and Testing Department, by September 30 of each year, a current roster of members, by gender, role and ethnicity, and an annual schedule of meetings.

4. Establish rules of operation and review annually.

5. Adopt goals, monitor progress and report results in a manner consistent with Colorado Revised Statutes 22-7-101 through 105, additions to or revisions of state statutes, Colorado Department of Education regulations, and policies of the Board of Education.

6. Approve the school's accountability plan for the following year and review the school's annual report to the Board of Education in time for these documents to be reviewed by the Area Accountability Committee and forwarded to reach the District Accountability Committee by September 1 of each year.

7. Communicate through the appropriate Area Accountability Committee a summary of the D'Evelyn Program Accountability Committee's activities and progress to reach the District Accountability Committee by September 1 of each year.

8. Determine a meeting schedule and publish time, date, and location of meetings with all meetings open to the public. Encourage public participation.

9. Seek assistance on how to write the accountability plan, how to monitor its implementation, and/or how to effectively communicate with the public, etc., as needed.

MEMBERSHIP

Membership shall consist of:

1. The school administrator and at least one other staff member.

2. Community (parents) members with the objective of having a cross section of grades and racial/ethnic populations represented. Student involvement and input shall be included whenever appropriate.

3. Members shall serve from July 1 through June 30. For the founding year only, terms shall run from September 1 through June 30. Founding year elections shall occur in September.

4. The parent/teacher organization is encouraged to send a representative to all D'Evelyn Program Accountability Committee meetings.

5. Total membership shall not exceed 30.
6. Voting members shall consist of those committee members whose names are submitted on the official membership roster to the Program Evaluation and Testing Department by September 30 of each year.
7. A record or attendance will be kept for each meeting.

POLICIES

1. The D'Evelyn Program Accountability Committee will coordinate with other organizations (such as the Steering Committee and parent/teacher organization) or agencies concerned with student welfare.
2. Any person or persons representing the D'Evelyn Program Accountability Committee shall make no binding commitments without the prior consent of the D'Evelyn Program Accountability Committee.
3. The D'Evelyn Program Accountability Committee will follow all policies and procedures established by the Jefferson County Board of Education and/or the district administration concerning accountability process.

OFFICERS AND ELECTIONS

1. The officers of the D'Evelyn Program Accountability Committee shall consist of:
Chairman
Vice-Chairman
2nd Vice-Chairman
Recorder
Representative to the appropriate Area Accountability Committee
2. The 2nd- Vice Chairman shall be the principal of the school.
3. The term of office shall be July 1 through June 30, except for the founding year in which the term of office will be October 1 through June 30.
4. The chairperson shall appoint a nominating committee by March 1, and this committee shall provide a list of at least one nominee for each office at the April meeting. A list of nominations will be published in the school newsletter prior to the May meeting, at which meeting the elections of officers for the following year shall be conducted. Names, addresses, and telephone numbers of officers will be sent before June 15 to the District Accountability

Committee. During the inaugural year, nominations and elections will be held in August or September.

5. A vacancy occurring in any office shall be filled by a vote of the D'Evelyn Program Accountability Committee at the first meeting following the notification of the vacancy. All changes must be filed with the district accountability committee within two weeks.

DUTIES OF OFFICERS

Chairperson – The Chairperson's duties shall include, but not be limited to:

1. Presiding at all meetings
2. Developing an agenda
3. Scheduling meetings
4. Arranging programs and speakers

Vice-Chairperson – The Vice-Chairperson shall assist the Chairperson. The Vice-Chairperson shall perform the above duties in the absence of the Chairperson.

2nd Vice-Chairperson – The 2nd Vice-Chairperson shall assist the Chairperson and be the liaison with the appropriate Area Superintendent, Dennison Fundamental Alternative School, and other District level personnel and/or departments.

Recorder – The duties of the Recorder shall include, but not be limited to:

1. Keeping minutes of all meetings.
2. Taking attendance.
3. Submitting minutes and attendance to the principal.
4. Handling correspondence.
5. Providing a summary of meeting activities for disbursement to the school community.
6. Correspondence related to the Accountability Plan, typing of the Accountability Plan, and other clerical duties will be performed by the principal's clerical staff.

Area Accountability Representative – This representative shall attend both the D'Evelyn Program Accountability Committee meetings and appropriate Area Accountability Committee meetings and serve as a two-day communication link between the committees.

MEETINGS

1. The community shall be notified of monthly meetings. All meetings of the D'Evelyn Program Accountability Committee shall be open to community members.

2. Members shall be notified of any special meetings or schedule changes.
3. A regular meeting of the D'Evelyn Program Accountability Committee shall be held each month during the school year. The meeting dates and times shall be consistent and established by the committee at the first regular meeting of the school year.
4. A quorum shall consist of the voting members present, or a minimum of five.

ATTENDANCE

1. Attendance at all regularly scheduled meetings of the D'Evelyn Program Accountability Committee is expected in order to facilitate good communications among school accountability committees and the D'Evelyn Program Accountability Committee.

2. Any member having three consecutive absences from regularly scheduled meetings shall be personally contacted by the chairperson. The chairperson shall notify the school principal, and they will make the decision regarding replacement.

COMMITTEES

1. Ad hoc committees shall be formed as necessary.

VOTING

1. The D'Evelyn Program Accountability Committee will operate by consensus with respect to most issues.

2. For issues requiring a vote, a majority vote of the quorum shall govern the acceptance by the D'Evelyn Program Accountability Committee of its recommendations and actions.

CHANGES TO THE RULES OF OPERATIONS

1. Proposed changes in the rules of operation shall be submitted to the Chairperson of the D'Evelyn Program Accountability Committee at least two weeks prior to a regularly scheduled meeting.

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DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

RECOMMENDATION FOR RELOCATION OF DENNISON JUNIOR HIGH SCHOOL

We believe that Dennison Junior High School has a strong program providing an excellent education for its students. We also believe that it could be a stronger program if additional physical space were available to accommodate more students. An increase in population would allow a greater variety of course offerings.

Since there is a need and desire to expand Dennison's program through 12th grade, we suggest a combined junior and senior high school. Thus the intent is to relocate the junior high to another site in the county and add the high school at the same location, one grade level per year, beginning with 9th grade in the fall of 1994. If there are enough interested students, 10th grade can be added in 1994, as well.

There are several advantages to this plan. Costs will be controlled with one site for 7-12th grades since an administrator, office staff, building maintenance, and some teachers will serve both junior high and high school students. The combined student population base will allow more flexibility in hiring the spectrum of teachers needed for an effective school. The high school program will be more effective in its early years with a solid junior high on site so that courses such as music, art, and second languages can be offered in greater variety. Since the high school curriculum is intended to be a continuation of the elementary and junior high, sharing a facility will assist teachers, staff, students and parents in collaborating on cohesive program development.

Because the needs of junior high and high school students are not identical, provision will be made to physically separate the two programs during most of the school day. Exceptions will include shared classes, i.e., some math, foreign languages, music and art courses.

An added benefit to relocating the junior high will be the ability to provide space to expand Dennison's elementary school by one class per grade level. Many families with children on the waiting list will be given the opportunity to partake of the educational

option they prefer for their children. Inviting 194 more students to attend Dennison Elementary School will give a positive message to the community.

DAVID S. D'EVELYN JUNIOR & SENIOR HIGH SCHOOL PROGRAM

FACILITIES

The D'Evelyn Program will eventually consist of a Junior High of 300 students (150 students in each of the seventh and eighth grades), and a High School of 600 students (150 students in each of the four grades), totaling 900 students.

Manning has accommodated up to 1200 students. Initially, the school will be large enough to house the seventh and eighth grade students in one wing of the building and the ninth and tenth grade students in the other wing. As the eleventh and twelfth grades are added, it will be necessary to make room for them in the main building.

Therefore, the junior high students may be moved into temporaries that will be housed at the Manning site. The Junior High students will have their core classes in the temporaries and come into the main building for classes such as Art, Physical Education, Music and Computers.

The temporaries may be necessary to allow us to accommodate a secondary student body of 900 students. More importantly, recognizing the developmental differences between seventh and twelfth graders, temporary buildings would allow us to physically separate the Junior High students from the High School students. The existence of two gyms at Manning facilitates this desired separation.

Relocating the Junior High Program was recommended in 1987 in the "Jefferson County External Audit of Dennison Fundamental," on page 12. Additional reasons are found in the attached document, "D'Evelyn Program Recommendation for Relocation of Dennison Junior High School," which is part of the preliminary proposal for the D'Evelyn Program.

A suitable facility needs to have the usual administrative offices, clinic, kitchen and cafeteria, maintenance areas and storage rooms found in any secondary school. The D'Evelyn curriculum requires self-contained classrooms, such as are found at Manning. Individual class size will be based on the current Jefferson County staffing formula of 30

students per class. In addition, the following specialized classrooms and areas will be required:

- at least 4 science labs, including one for the Junior High
- at least 2 computer rooms
- gymnasium (The two at Manning are particularly useful.)
- auditorium
- library
- art rooms
- athletic fields and facilities (It is the desire of the parents and prospective students

that we provide our own sports opportunities beginning next year.)

- music rooms
- foreign language lab
- enclosed courtyard (This provides a particularly suitable area for meeting the

students' social and recreational needs in a closed campus environment.)

We have been advised of several concerns regarding the location of the D'Evelyn Program at the Manning site. One concern is that Manning, now being held in reserve, would no longer be available for reactivation as a Middle School should the need arise. Should this occur, we would be pleased to relocate to an equally suitable site. One suggestion is that possibly a building could be built on vacant land near Dennison. We have people involved with the D'Evelyn Program who can assist in designing a building that will meet the needs of the Program.

A second concern is that the Adult Education Program and Bakery that currently occupy the Manning site might be difficult to move. We do not know how fully these programs utilize the Manning facility. It would seem, however, since Manning is being held in reserve to be reactivated as a Middle School, that there would be a plan in existence to move or accommodate those programs. If that plan cannot be readily implemented, we believe that some satisfactory transitional arrangement can be reached.

A third concern is the effect of an alternative high school in the neighborhood. Please be assured that we are determined to be good neighbors. In October, we met with Russell Sindt, President of the Applewood Homeowners' Association, to discuss establishing this

school in the neighborhood. On December 9, we met with the Maple Grove Elementary PTA to discuss the use of the Manning facility and their possible involvement. At that time, the attending Maple Grove residents were supportive of the relocation proposal. They felt it would be an asset to their community.

The Manning site is centrally located, with easy access to major arterials. This is an important consideration for a school with students residing throughout Jefferson County.

Finally, the Manning site will provide a cost efficient facility for the D'Evelyn Program. Built as a Junior High, the building is sized for the larger student. The building can be occupied without major repairs. Funds for minor repairs have been budgeted. Eventually, temporaries will need to be relocated to the site and some minor alterations will be necessary. Until there are juniors and seniors on campus, parking needs are not a concern. The building will be fully utilized.

The Manning facility is well suited as to size, configuration, condition and location for the site of the D'Evelyn Program. The demand for the Dennison K-8 Program, as exemplified by the waiting list, and its proven academic success during the past twenty years, demonstrates the need and desirability for expanding the Program through grade twelve.

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RESOLUTION

WHEREAS, pursuant to the Charter Schools Act, SS 22-30.5-101 et seq., C.R.S., the Liberal Arts Secondary School Initiating Committee (“Initiating Committee”) has applied to the Jefferson County School District No. R-1 for approval of the Liberal Arts Secondary School as a charter school in accordance with the District’s procedures and the January 15, 1994, deadline for such applications; and

WHEREAS, the Initiating Committee has also submitted a proposal for the Jefferson County Alternative High School for consideration as an educational option in accordance with Board of Education Policy IGBH; and

WHEREAS, the Initiating Committee has expressed a preference that the secondary school described by both the charter school application and the educational option proposal be approved as an educational option; and

WHEREAS, the Board of Education has held community meetings and workshops in the District regarding all charter school applications and educational options proposals received in accordance with its procedures and deadlines; and

WHEREAS, the District Accountability Committee and the Superintendent’s cabinet have reviewed all charter applications received by the deadline, including this application, prior to consideration by the Board of Education; and

WHEREAS, The Board of Education has considered Board policy, the Charter schools Act, testimony and written submissions from the public, the recommendations of the Accountability Committee and the Superintendent’s cabinet, and has reviewed this charter application along with all applications submitted in accordance with District procedures and the January 15, 1994, deadline, in the context of the uncertainties for funding public education occasioned by the School Finance Act and by the passage of Article X, Section 20 of the Colorado Constitution (“Amendment 1”); and

WHEREAS, the Board of Education agrees with the Initiating Committee that the proposal is more appropriate as an educational option and finds that the approval of the Jefferson County Alternative High School is consistent with the best interests of the District, its students, and the community as it provides an extension of an existing, successful kindergarten through eighth grade program at Dennison Elementary School, which is well-supported by parents, teachers, and students.

THEREFORE, BE IT RESOLVED by the Board of Education of the Jefferson County School District No. R-1, County of Jefferson, State of Colorado, that the concept set forth in the proposal for the Jefferson County Alternative High School (the “School”) as an

educational option pursuant to Board of Education Policy IGBH is approved subject to the following terms and conditions:

1. The School will operate as an extension of the program at Dennison Elementary School;

2. For the 1994-95 school year, the School will operate under the same governance and administration as Dennison Elementary School and will open for grades seven, eight, and nine at the Manning School site, with a maximum of one hundred fifty (150) students per grade and four hundred fifty (450) total;

3. The Board of Education is committed to extending the School through twelfth grade within three years after its initial opening, and to that end, requests that the District work with appropriate representatives of the Jefferson County Alternative High School and with members and representatives of the surrounding community, including appropriate governmental agencies, to develop a plan to implement the extension contemplated by this resolution that adequately advances the concerns of the community;

4. Students proceeding to seventh grade from Dennison Elementary School will be given preference for enrollment at the School;

5. There will not be a preference given to enrollment of students from the Maple Grove attendance area; and

6. The Board of Education will address through policy whether enrollment in alternative schools and charter schools in the District will be determined on a first-come, first-served (waiting list) basis or through a lottery or other mechanism, and enrollment at the school will be accomplished in accordance with such policy.

7. The remaining details regarding establishment and operation of the School will be developed by District staff in collaboration with the Initiating Committee and will be set forth in a Memorandum of Understanding between the District and the Initiating Committee.

BE IT FURTHER RESOLVED by the Board of Education of the Jefferson County School District No. R-1, County of Jefferson, State of Colorado, that the application for the Liberal Arts Secondary School as a charter school is denied for the reason that the concept set forth in the charter application is hereby approved as an educational option within the District.

Adopted the ___17th ___day of March, 1994.

JEFFERSON COUNTY SCHOOL DISTRICT NO. R-1

By: _____

David R. DiGiacomo

President, Board of Education

Attest:

Nancy J. McNally

Secretary, Board of Education

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MEMORANDUM OF UNDERSTANDING

JEFFERSON COUNTY ALTERNATIVE HIGH SCHOOL

Pursuant to the Resolution of the Jefferson County Board of Education R-1 (“the Board”) adopted on March 17, 1994 (“the Resolution”), the Jefferson County School District R-1 (“the District”) and the Initiating Committee of the Jefferson County Alternative High School (the “High School”), hereby agree as follows:

1. Steering Committee of the High School.

1.1 The Steering Committee shall be the formal consultative body for the High School. Until commencement of the 11th grade, the Steering Committee shall consist of the following: the principal of the High School; the members of the Initiating Committee as set forth in the Jefferson County Alternative High School Proposal (December 1993) (the “Proposal”); and legal counsel selected by the Steering Committee. Thereafter, the Steering Committee shall be constituted as set forth on pages 21 through 22 of the Proposal. Any Steering Committee member who cannot continue to serve may be replaced according to the procedures set forth on page 22 of the Proposal. The Steering Committee reserves the right to adopt such bylaws, rules and procedures as it may deem necessary to govern its affairs, including, but not limited to, quorum, voting and removal requirements. The District shall provide reasonable notice to the Steering

Committee of all actions and proposed actions relating to the High School.

1.2 The Steering Committee shall issue formal recommendations relating to the governance of the High School, including, but not limited to, upholding, interpreting and clarifying the High School's philosophy; recommending curriculum; anticipating and responding to neighborhood concerns; maintaining relations and communications with the District; and facilitating compliance with District policies and state and federal laws and regulations. The Steering Committee reserves the right to consult with such persons and organizations as it may deem necessary on any matter or matters relating to the High School.

1.3 No Steering Committee member shall be disqualified from serving on the Accountability Committee for the High School.

1.4 The Steering Committee shall issue formal recommendations in all staffing and curriculum decisions relating to the High School, including, but not limited to, the selection of the High School's principal and assistant principal(s).

1.5 To the extent permitted by law, the District shall support the preparation and presentation of the Steering Committee's applications for waivers of state laws and regulations that are inconsistent with this Memorandum of Understanding and the Proposal as implemented. The District

shall support the preparation and presentation to the Board of any waivers of District policies that are inconsistent with this Memorandum of Understanding and the Proposal as implemented.

2. Use of the Manning Site.

2.1 The High School shall utilize the Charles A. Manning building and grounds (the “Manning site”) in Golden, Colorado. The Steering Committee shall formally name the High School program at the Manning site.

2.2 In accordance with Paragraph 3 of the Resolution, the District and the Steering Committee shall consult with residents near the High School to anticipate and respond to the High School’s physical impact on the neighborhood. Such consultations may include, but are not limited to, informational meetings at the Manning site, advertised with mailings or other materials funded by the District.

2.3 The High School shall have priority for such facilities at the Manning site as are necessary and appropriate to implement the terms of this Memorandum of Understanding. The District shall take reasonable steps to relocate the existing Adult Education Program for the Manning site.

3. No Pilot Program.

3.1 The High School is not a “pilot program” as defined by District policy or practice. The High School shall not be required to obtain annual or semi-annual approval from the Jefferson County Board of Education R-1 (the “Board”).

4. Enrollment.

4.1 In each successive year, beginning with the 1995-96 school year, a new grade level shall be added as the highest grade advances to the next level (i.e., ninth grade students become tenth grade students). In the 1997-98 school year, there shall be slots for up to 150 twelfth graders at the Manning site and for a total enrollment of at least 900 students. The District may add one or more temporary buildings and remodel the site as may be necessary and appropriate to accommodate the expansion of enrollment set forth in this paragraph.

4.2 Students from the Dennison Fundamental School shall have priority in admission to the High School.

4.3 Admission to the High School for the 1994-95 school year shall be based on the current waiting list as set forth on page 58 of the Proposal. Admission in subsequent school years shall be on a first-come, first-served (waiting list) basis unless this procedure is inconsistent with policy subsequently and formally adopted by the Board.

4.4 Within two weeks of the date of this Memorandum of Understanding, the District shall, at its expense, send home with each District student in grades 5 through 8 information prepared by the Steering Committee relating to the High School. The District shall take other reasonable steps to advertise the High School throughout the District's territory.

5. Waivers of JCEA Agreements.

5.1 The District shall obtain, or support the Steering Committee's applications for, such waivers and variances from the District's contracts, agreements and understandings with the Jefferson County Education Association ("JCEA") as are necessary to implement the terms of this Memorandum of Understanding. All other Board policies and master agreements shall continue to apply to the High School.

5.2 Consistent with current District practice, the District shall not engage in involuntary personnel transfers, as defined in the JCEA contract entitled "Agreement 1992-95 Between Jefferson County School District R-1 and Jefferson County Education Association" (the "JCEA Contract"), to implement the hiring program set forth on pages 25 through 29 of the Proposal, unless the involuntary transferee is acceptable to the Selection Committee of the High School, or unless the failure to place an involuntary transferee would compel a reduction-in-force as defined in the JCEA Contract.

6. Administrative Implementation Plan.

6.1 Dr. Lloyd Carlton ("Dr. Carlton") shall serve as the chief administrator-principal for both the High School and the Dennison Fundamental School (the "Dennison School") during the 1994-95 school year.

6.2 The District shall provide additional administrative and staff support for Dr. Carlton, beginning in April 1994, to implement the terms of this Memorandum of

Understanding. Such support shall be directed primarily at the Dennison School so as to allow Dr. Carlton to devote the majority of his time planning for the implementation of the High School. Dr. Carlton and the District's Deputy Superintendent, Dr. John Hefty (Dr. Hefty"), shall work together to implement the terms of this section.

6.3 Dr. Carlton shall be the District's primary point of contact with the Steering Committee and shall serve on the Steering Committee as specified in Section 1 of this Memorandum of Understanding. Dr. Carlton's responsibilities shall include, but are not limited to, overseeing the staffing process at the High School and the Dennison School; managing purchasing for the High School; and participating directly in all facility arrangements to make the High School operate successfully at the Manning site.

6.4 Beginning in the 1995-96 school year, the District shall divide the High School and the Dennison School into separate administrative units. At that time, the District shall consider the High School principalship to be an open position, and shall initiate a selection process to fill that position subject to Paragraph 1.4 of this Memorandum of Understanding and page 22 of the Proposal.

6.5 The Steering Committee shall plan and conduct informational meetings for residents of the Maple Grove, Stober and Kullerstrand matriculation areas as provided by Paragraph 2.2 of this Memorandum of Understanding.

7. Savings Clause.

7.1 At a series of meetings during the month of April 1994, the District (represented by Dr. Hefty) and the Initiating Committee shall jointly review the Proposal in its entirety. During these meetings, the Initiating Committee and the District shall discuss each specific provision of the Proposal. Where the Initiating Committee and the District reach agreement on the specific provisions of the Proposal and other details regarding operation of the High School, such agreement shall be set forth in writing as supplemental memoranda of understanding. Upon mutually agreeable completion of these supplemental memoranda of understanding, the Initiating Committee shall sunset. The Steering Committee (as created in Section 1 of this Proposal) shall be constituted immediately upon the signing of this Memorandum of Understanding.

SIGNED, this 4th day of April, 1994, at Golden, Colorado.

JEFFERSON COUNTY SCHOOL DISTRICT R-1

By: _____

John Hefty
Deputy Superintendent

INITIATING COMMITTEE OF THE
JEFFERSON COUNTY ALTERNATIVE
HIGH SCHOOL

Phil Bair

Carolyn DeRaad

Marie Nicholas

Roberta Sutton

Les Burch

Susan Delcour

Kathi Pitzer

Troy A. Eid, Counsel to
the Initiating Committee

MEMORANDUM OF UNDERSTANDING

The Steering Committee for the D'Evelyn program at the Manning facility has met on numerous occasions with John Hefty, Deputy Superintendent of the Jefferson County Alternative High School Proposal on a section by section basis. The purpose of the review was to arrive at statements that would be supported by the Steering Committee and the District. The following statements apply:

1. It is agreed that the philosophy is appropriate for the D'Evelyn program, and is supported by the District for that program.
2. It is agreed that the program narrative is an appropriate description for the D'Evelyn program.
3. It is agreed that the program outcomes are appropriate adaptations of District outcomes for the D'Evelyn program.
4. It is agreed that the governance description meets District expectations and is appropriate for the D'Evelyn program.
5. It is agreed that the staffing description is in alignment with provisions in the Memorandum of Understanding of _____ and contains further elaboration of staffing procedures.
6. It is agreed that the operating philosophy is appropriate for the D'Evelyn program.
7. It is agreed that the evaluation procedure is appropriate for the D'Evelyn program.
8. It is agreed that the description of the operation of the Accountability Committee is in alignment with District expectations and is appropriate for the D'Evelyn program.
9. The statements in this memorandum apply to descriptions with each page initialed and dated.

John C. Hefty

Date

Deputy Superintendent

Phil Blair Date

Les Burch Date

Carolyn DeRaad Date

Susan Delcour Date

Marie Nicholas Date

Kathi Pitzer Date

Roberta Sutton Date

/jw
6/8/94

DAVID S. D'EVELYN

1949-1993

David S. D'Evelyn of Evergreen devoted his life to educational excellence and to new possibilities for young people. Considered the father of our state's charter school legislation, he was on a trip promoting that reform when he was lost in a plane crash in 1993.

A dedicated teacher and scholar, he helped to fund two independent high schools in California and an education policy institute in Colorado. He worked on school improvement for the Education Commission of the States and the Colorado Department of Education, and in 1989 he was a reform candidate for the Jefferson County Board of Education.

Dave was passionate about rock music, racquetball, good writing, politics, the high country, the Broncos, and his church. Parenting was also a passion for him and his wife, Kay.

David S. D'Evelyn's questing spirit served many causes and touched many lives in his too-brief career, but nowhere was he more at home than with students in the classroom. By naming our school in his memory, we proudly associate our mission with the ideals and goals he lived for.