

CLASS SIZES AFTER FALL ADJUSTMENT (as of 10/29)

ENGLISH	Burridge		English 1*		English 1	English 1	English 4	
	Moland		English 2*		English 2	Native American Lit	English 2	Music Appreciation
	Butler	CE - ENG 2021	English 3*		Drama	English 3		English 3
MATH	Roa	Integrated 1*	Integrated 1		Probability and Statistics			
	Calhoun	Integrated 2*	Integrated 2				Integrated 2	
	Stinnett	Integrated 3*	Integrated 3				Integrated 3	
	Garst	CE - MAT 1260	Financial Algebra					
SCIENCE	Gasperetti	Biology			Biology		Biology	
	Veo	Chemistry			Chemistry		Chemistry	
	Montero	CTE Introduction to Health Science			CTE Introduction to Health Science			CTE Patient Care Tech
SOC. STUDIES	Hamlett	CE Sociology 101				Freshman Seminar	Freshman Seminar	Freshman Seminar
	Contreras	Power, Peace and Conflict			Power, Peace and Conflict		Power, Peace and Conflict	
ELECTIVES	Douglas			Choir	Advanced Choir	Choir	Manual Middle	Manual Middle
	Renick		Beginning Orchestra	Beginning Band		Intermediate Band	Beginning Orchestra	Beginning Band
	Woods		Fitness for Life	Intro to PE	Fitness for Life	Intro to PE	Advanced Strength and Conditioning	Intro to PE
	Fisher		Swimming		Swimming			
	DePena		Spanish Language Arts	Spanish 1	Spanish 1	Spanish Language Arts	Spanish 2	Spanish 2
	Goral			Computer Science	Computer Science	Computer Science		
	Goe		2D Design	2D Design	Photography	Drawing and Painting II		

INNOVATION PLAN NOTES

Manual CSC Meetings on 9/15 and 10/15

Part 1 Notes from 10/16/25

-STLs and “term limits” not under contract - would be added as a line in the innovation plan, not under a waiver (goal was to create more teacher voice and it is not a “protected position”) - thinking 3 years and then re-apply

- Review of Waivers that cannot be waived.
 - Ben noted that we would still like the license required waiver. Emily notes that Chris DeRemer (CD) is supportive and will pursue this again.
 - No other questions from the group
- Current gaps or growth areas. Floor open for questions. None submitted.
- Waivers that are current and that we can give feedback on.
 - Regarding Manual Council (MC) and School Governance
 - Discussed current proposal from MC to update the group
 - Hayley: Clarifying that parents won't be in all committee meetings but would continue to be involved in MC which will have final “decision” to advise CD.
 - Cary: Clarifying that MC doesn't actually have final say. Emily points out that this is correct but that CD has not gone against MC's recommendation. Emily also points out that teachers have a majority on MC.
 - Cary: Wondering about how parents are selected for MC. Suggests that we draft something to specify how we engage parents on MC.
 - CD: Encouraged the group to be honest with feedback, he won't be offended.
 - Hannah M: Verbiage of what committees are called is important. Feels that it's important to be clear about the names and purposes of those committees, so all are clear on who makes up each team and what each team is tasked with.
 - No further questions or comments
- DPS Board Policy GCF / GDF: Gave group time to review and read. Emily suggest that we waive this policy. This policy suggests that Manual must take direct placement.
 - Hayley: Clarify that we would be exempt from accepting direct placements.
 - Group enthusiastically agrees.
 - No further discussion
- State Statutes 22-32-109: Emily explained that this provides staffing flexibility. Recommends this continue to be waived. Group had already discussed this, and agrees.
- TECDA 22-632-201 etc. Again, Emily explains that this means license not required to teach electives.
 - Michael: Clarifying that this does not address the timeframe for licensing.
 - CD: Often DPS processes make this difficult for this to happen.
 - Matt / Butler: Clarifying that those pursuing alternative licensing ARE eligible to be hired.
 - Group seems to agree that this is important.
 - Cary: Should SPED be included here? Group seems to agree that SPED should be licensed.
 - Jasmin: Should art teachers be licensed? Several folks believe that it should not be. Also this opens up possibilities for hiring pool to get a practicing artist to join the staff.
 - Hannah: Also benefits those who could teach multiple subjects but are only licensed in one.

- DCTA 1-7: Emily - We can't waive this one. The new version is 1-8. Noted that we plan to waive 1-8. Explains MC discussion from last night to add 2 non-student contact days at beginning of year. These would be paid at hourly rate and would be used for bonding and time together.
 - Hayley: Clarify non-contact days. Confirmed. Group seems to like this.
 - CD: Clarified the vision for these days and the need for it.
 - Hannah: Is waiver just for waiving district definition of school year or is the waiver for specifically 2 additional days.
 - Answer: Specifically 2 additional days.
 - Butler: Likes that it's specific about the 2 days. Doesn't want the language to be vague.
 - Jasmin: Clarify that we will be paid hourly rate, not curriculum rate, for those days.
 - Cary: Is this the same as the waiver that allows us additional planning days?
 - Answer: No, that's different.
 - Group is in favor of this waiver.
- DCTA Contract 2-4-1: Emily - This is a waiver to have waivers. Group is supportive. Also that contract still is covered in the building. Staff groups still can waive a waiver...I think.
- DCTA Contract 5-5: Already discussed school leadership. Any additions? No
 - Hannah: It's important to me that all departments are represented on MC. Because of our size, some departments are required to be represented but might not be interested in joining, eg- Britni, the only counselor. Could she be excused if she's no longer interested? If so, how would these groups be represented? Should the language be shifted to allow for substitutes or creatively representing particular groups.
 - Emily: Yes, we could probably adjust language here.
 - Nurse Jaz: This is tricky because she does represent us.
 - Hannah: Might one department have multiple to keep numbers balanced.
 - Emily: Yes, this may be possible. Might give a dept an option to opt out.
 - No further discussion
- DCTA Article 8: Emily - 8-1 coming out but replaced. 8-2 covers that school day could be extended at the will of the school. MC believes we should exclude this waiver.
 - Hannah: Clarifying question - Could CD demand that we meet outside of hours? Yes. If waived, we could still have voluntary paid meetings outside of school.
 - Some discussion to clarify the risks and benefits of this waiver, especially how this could be abused / weaponized by leadership.
 - Group seemed to agree that we should not waiver 8-2.
- Moving to 8-3: EB - This dictates self-directed planning time. Walks through details of current practice and recommendation for adjustments here.
 - Butler: Minor tweak, change language to no PLC for 1st and last week of QUARTER, not semester. Group seemed to agree.
 - EB: Shared that we are also considering a "school directed planning day" per MC conversation. This should be used for compliance oriented tasks.
 - CD: Clarifies purpose, don't use sick days to catch up. Instead, this would be school directed absences, ie - this is better for teachers.
 - Hayley: SPED maybe shouldn't be in that as we already have IEP days. EB explained that we might still want to keep it in here.
 - Hayley: Could it be 1 per semester?
 - Answer: 1 would be guaranteed, 2nd would need to be requested.
 - Discussed that this may not be of interest to SSPs.
 - Hannah: Have some level of anxiety regarding application to SPED teachers. 8 IEP days is already a lot. Perhaps discuss clarifying language.

- Butler: Can we use language from prior waiver and move this toward core teachers?
- Lots of last minute discussion about massaging language here.
- Group seemed generally supportive but bells rang and we all bailed. End of notes for now. -Mark

Emily adding -

Maybe we clarify one teacher day for compliance/content-related needs at request of teacher granted (can be math benchmarks, etc.)

Different from SPED 8 paperwork days

Would non-core classes need it?

Part 2 Notes from 10/24/25

- No questions from last time...
- Returning to Article 8 - p. 55-56: Reviewed that 8-1 cannot be waived but 1-8 will allow for 2 additional non-student contact days at the beginning of the year.
 - Revisited the discussion on school-directed planning days. Emphasized that these days would be focused on compliance-based tasks. CD prefers that all teachers have this opportunity, regardless of how much compliance work needs to be done.
 - Goe: Could this day be used for required trainings? EB: Yes, anything you are required to do.
 - Hayley: Feels it's appropriate to exclude SPED due to existing IEP days. EB agrees. Will take that suggestion forward.
- Looking at 8-7. Group did suggest that we do NOT waive this clause to protect staff from getting assigned duties. Group seems to agree.
 - Hannah: Would this stop us from assigning a responsibility to a teacher that has less than a full load? EB: Yes, if there were not a para available, teachers cannot be assigned a duty, even if teaching less than a full load.
 - Hannah's question started some discussion. Could we waive this with specific language that allows teachers to be assigned additional work when they have less than a full load, already have their minimum planning time, and does not have 3 preps, to be assigned to support in other places? EB: yes! Group seemed to support this idea.
- Revisiting State Statute 22-32-109: Multiple parts, explained by Manual.
 - 1F: Allows us to create additional positions not typical in other schools. Carl, may be an example. EB suggested that we keep this. Group agrees.
 - 1G: Allows principal to maintain more control over budget issues. EB suggested we keep this. Group agrees.
 - 1NL: States that Manual Council determines our schedule. EB suggests that we keep this. Group agrees.
 - 1LLA: States that Manual determines the times for our school day, ie - bell schedule. Some uncertainty about what this really means.
 - Butler: Suggests we keep this to maintain what little control we have over this issue. EB supports this idea.
 - 1LLB: Similar to LLA. No real discussion here.
 - 1T: States that we cannot be forced to use a curriculum. We are being forced to do so currently, so... EB suggests that we keep this waiver. Group discussed several facets of this. Ultimately, group agrees that we should keep this waiver.
 - 1AA: Provides flexibility in using state standards. Similar argument to 1T waiver. EB suggest we should keep this one as well. No discussion here.

- 1JJ: States that principal's boss approves our PD rather than the superintendent. EB suggests that we keep this but not super clear on this one. Minimal discussion here. EB will ask more questions but no objections were heard.
- DCTA Article 13-7 and 13-8: States that Manual can hire when we know positions are open and may consider any applicant we want. Nearly all innovation schools have this waiver. EB suggests that we keep this.
 - Further 13-8: Waives personnel committee. Again, EB suggests that we waive this. Some discussion about language that might provide some guardrails here in lieu of a committee. Group generally is supportive of this but there seems to be some interest in having language that is unique to Manual. Group seems to be interested in adding some language to replace the concept of a committee, with some basic guidelines to stop principals from hiring random people without input from staff or MC. Group IS comfortable with hiring process for teachers, paras, etc. EB will look for additional information here. (Group wants to add language surrounding hiring of assistant principals versus placement if possible)
- DCTA Article 14-1: States that principal can require summer school and/or evening school. EB suggests that we NOT keep this waiver as it is not really relevant at the moment. There is contract language that already addresses this concern. Some discussion to clarify that we would not be forced to accept teachers from other sites. EB agrees. Group is supportive.
- DCTA Article 22: This is related to job sharing. EB does (not?) see the value in waiving this. Some clarifying discussion here. No real final decision. (Think it is fair to keep because it provides flexibility)
- EB notes that compensation policy is being drafted. Will have more info on this later.
- Final comments
 - Goe: Would like language that suggests that we prefer to have licensed teachers for elective positions, but if none are available, we are comfortable with hiring teachers not licensed to fill the position. Group seemed supportive.
 - Britt: Wanted to make sure that we fix the language around SPED teachers requiring a license. All confirmed that is a priority.

Manual Council Final Meeting	
Meeting Date	5/7/2025
Meeting Attendees	Chris, Emily, Ben, Mark, Julie, Heather, Josh, Carl, Britni, Liz, Carissa
Agenda	<ol style="list-style-type: none"> 1. Check-In: Ideal Summer Day?... 2. Chris will take feedback and present to admin team
Notes from Agenda Items Above	<p>Cell Phone Policy: Context: teaching is different after covid and phones are a struggle for teachers in the classroom. Some parents are looking for phone free schools.</p> <p>DeRemer pretty committed to moving forward phone free. CEC and Bruce are phone free. West is moving there next year.</p>

What: (Roland Shaw) Cell phones and earbuds and personal technology are prohibited during class time in class rooms. All you can use are DPS devices. Phones are in backpacks or lockers but are put away. Teachers will permit use of headphones as needed and provided by teacher.

Why: cell phones are distractions; research that says cell phone free zones have positive impact

Clear announcements, signage, culture weeks etc... Tiered system for misuse.

Teachers at CEC and Bruce do one single reminder and then use Chat to dean. First time, it comes to main office. Second removal is parent guardian meeting. Third is loss of phone for remainder of school year.

Questions: real time translation devices; and ???

Implementation: student support team, heavy admin team and maybe another SS person. Bruce is seeing a lot of success. CEC is a mixed bag—especially at upper levels (12th is toughest grade).

Group Conversation (ten minutes):

- Financial–budgetary support is an issue: headphones (one set per classroom of USB clunkers). Mitigate issues with headphones; most successful phone free environment is comedy shows (pouches), magnet style pouches. Big ask, big shift for good reason but needs a lot to make it viable.
- Earphones issues: students in Gen Ed who need to be able to access info
- Excitement about possibility, anxious about the change; language “in a pocket” makes me nervous. What if you don’t have a pocket or bag? Emphasis on not seeing it. Face down on desk is not enough. Feeling the buzz is too tempting. Curious about the ear buds. Students are often listening to music during a whole class, but need to have power as a teacher to say you have to take them out. Hardest part is the argument with students. Majority of students do use them responsibly. What happens when computer dies? Students use cell phones as computers. Anything we can do to avoid the argument.
- Cheaper option to magnet: pouch affixed to every desk. Phone needs to be off your person. Shoe rack is too messy. Enforcement the first 90 days: worry about dean of cultures being able to respond to them all (worry about deans spending social capital)
- Mild mod students who use music all day to shut out the noise so they can concentrate; kids with autism who use phone as security
- Easier to get the big head phones off versus the earbuds
- More fidgets and manipulables to support the withdrawal
- Could give a locker to every student (currently not all students have them)
- Para’s pushing in: will para’s using phones upset students because they use them to communicate issues

	<ul style="list-style-type: none"> • Issue of adult misuse of phones; move away from using computers with paras?? • Mental health support for the addiction piece • No noise cancelling head phones • Emergency issue: if something was happening and students don't have phones, could be really challenging • Slack? More powerful chat? • Increase in "breaks" and hallway wandering to access phones; what is protocol for students who leave the classroom • How message is delivered is critical; delivered to small groups; • Messaging to parents is critical • Issue of working computers; lost chargers etc.. added strain on technology and cost • Move to carts? Or rotating carts? • Kids need chromebooks at home • First day of school, assembly schedule front-ended; advisory readings on tech, AI, etc.. "strike day" • Communication to parents ahead of this • Mixed success at a lot of schools • Worry about consequences of parents to have to come pick up phones; lots of exceptions; how do you promote healthy use? Off person but near them • How anxious are parents about students having access to cell phones • Lunch ordering issues • Lack of desirable food <p>Themes:</p> <ul style="list-style-type: none"> • Accommodations • Investments: technology, mental health • In the room but off your person • Adult responsibility • Operational shifts on loaners • Communication • Hallways • Very few policies fit everyone—how do we communicate the exceptions • Mental health issues • Two full culture days in first week back; rotating sessions TBOLT way, expectations, community building • Advisory will be ten minutes daily
Miscellaneous	Hiring: we are looking for computer science and have hired for math and science.

Meeting Date	4/9/2025
Meeting Attendees	
Agenda	<ol style="list-style-type: none"> 1. Check-In Led by Julie Malek Present: Carl Dixon, Chris DeRemer, Britni Mushrush, Josh Renick, Ben Butler, Mark Calhoun, Julie Malek, Emily Beach, Kristen Weinraub 2. Agenda: <ol style="list-style-type: none"> a. <i>For the Living</i> - Kristen Weinraub b. Review and Approve Compensation Philosophy - 10 minutes c. Mission and Vision for 2025 - 2026 - Feedback Discussion. d. Equity Audit for CSCs
Notes from Agenda Items Above	<p><i>1. For the Living</i> - Kristen Weinraub Looking at possible dates in May or first quarter of 2025 Possible time for staff and a couple students to preview for fall launch</p> <p>2. Review and Approve Compensation Philosophy - 10 minutes</p> <p>3. Mission and Vision for 2025 - 2026 - Feedback Discussion. Deremer will draft another round and get more feedback.</p> <p>4. Equity Audit for CSCs</p>
Miscellaneous	Possible topics for last meeting: sustainability, marketing channels, website work, phone free school policy.

3/12/2025

Present Manual Council Members: Britni Mushrush, Heather Pound, Chris DeRemer , MARK CALHOUN , Joshua Renick , EMILY BEACH , Julie Malek, Kristen Weinraub, Liz Amaral

1. Budget Update:

- a. Reductions overview and next steps.
- b. Partnership Proposals - City Year, Centus/Counseling.
- c. Rap Lab

2. Bell Schedule Shifts -

REGULAR BELL SCHEDULE			
Period	Time	Minutes	Notes
Period 1	8:30- 10:10	100	Homeroom / Advisory / SEL Curriculum
Passing	10:10-10:15	5	
Period 2	10:15 -11:45	90	
Passing	11:45-11:50	5	
Lunch	11:50 - 12:35	45	
Passing	12:35-12:40	5	
Period 3	12:40 - 2:10	90	
Passing	2:10-2:15	5	
Period 4	2:15 - 3:45	90	

3. Calendar Modifications

- a. What are your overall thoughts on this year's school calendar? Conferences / I & E Day / Etc. What has been successful? What changes do you want to see? We have 4 non contact days we can ask for. What might we do differently next year?
 - i. Loss of October break—make sure we provide one in October and one in March
 - ii. I and E Day is ½ day?
 - iii. Culture days: community building, systems, expectations framing (1st two days of first semester and maybe at beginning of second semester)
 - iv. Beginning of 3rd quarter culture reset?
- b. Are there any specific events or that you feel should be added or removed from the calendar?

4. Family Engagement

- a. Are the current scheduling and timing of parent-teacher conferences effective and equitable?
 - I. grey day: conference days 10-6? (make sure kids know how to get to school)
 - Ii. beginning of the year resource fair for families (transportation, access to resources, etc...)
 - Iii. how do we differentiate the way we talk to parents and guardians
 - Iv. “locker day” – day where kids and parents come to school
 - V. can we do a poll to figure out what timing works best for parents?
 - Vi. Better job with social media and communication
 - Vii. student led/student driven conferences in quarter 3?
 - Vii. Student performances and presentations during conferences
 - Viii. Basketball community night was great
 - Ix. Chris will draft a calendar and send it out
 - X. DPS doesn’t have a full day at the end of the year—may be a non-contact day; Also at the end of 1st semester—way to help support teachers before break
 - Xi. Winter field day in February? Winter festival?
 - Xii. Mental health summit??
 - Xiii. Financial literacy
 - Xiv: inclusion day: larger and earlier
 - Xv: December finals schedule: periods one and two one day and three four on the next day
 - Xvi: purple day instead of grey!
- b. How might our schedule function to better engage families in the work taking place at Manual?

5. Additional Comments:

- a. Is there anything else you would like to share regarding the school calendar?

2/5/2025

Manual Council

Members present:

Renick, Pound, Beach, Mushrush, Malek, Calhoun, Butler, Weinraub, DeRemer

1. We are facing a budget shortfall.

Manual Council

Members present:

Emily, Mark, Ben, Josh, Heather, Chris, Julie, Liz

Budget Overview

Chris: last year we did a profoundly good job orienting money towards kids.

Goal today: How do we continue to orient money to kids?

Next year, and three, four, five years ahead

We are facing:

District-wide budget cliffs (reduction of funds)

Expenses going up (inflation, wages, etc....)

Flat enrollment

We are in a deficit. Cuts across the city.

Budget based on 340 students

Budget is \$6500/student

Solve for budget and strategize for the future

Our deficit going into 25/26 is \$210,000

DeRemer is asking that we solve for \$325,000 because we may not get the EASI grant (\$50,000)

Lost some Title 1 money

ESSR funds done

In two years our money from DPS has huge cliff—we have to plan for the cliff in three years

Affect next year will be on top end, not teachers

Would like to add 1.0 school psych (.8 split between two people right now)

Hired office support today

How to share more with the middle school

Possible SSL role - student support liaison (family liaison)

Where are we log-jammed?

Process is RIB for DSL

DCTA- consideration groups

Might have expedited meeting to meet deadline and formalize recommendations

Possible Agenda Items for Meeting #2

October, 9th

5:00 - 6:30

Council or Community Member Name	Item to Be Discussed at Council Meeting	Anticipated Discussion Time for Topic
a. Mission and Vision Committee Lead and Group All Members	Introductions <ul style="list-style-type: none">Role and Relationship to the School.	15 Minutes
All Members	Department Update	15 minutes
DeRemer via Calhoun	Phone Policy Update and Next Steps	30 minutes
DeRemer	Recruiting Misses and Next Steps	30 minutes

Meeting Date	11/13/2024
Meeting Attendees	Chris DeRemer, Heather Pound, Carl Dixon, Ben Butler, Emily Beach, Josh Renick, Kristen Weinraub, Mark Calhoun, Ronnie
	2. Welcome: Norms for Communication

<p>Agenda</p>	<ul style="list-style-type: none"> a. Future Oriented and Present Aware b. Give all members an opportunity to speak. c. Respect one another's truth and voice. d. Outcome and future oriented. <p>3. Recruiting Update and Ask</p> <ul style="list-style-type: none"> a. Open House on 11/19 and 1/21 b. Determine an Optimal Number for Operations at Manual. c. What does the work of recruiting elementary students look like for Manual Middle in order to feed Manual High School? <p>4. Committee Leaders</p> <ul style="list-style-type: none"> a. Mission and Vision Committee Lead and Group b. AI / Technology Committee - Recommendations and Next Steps.
<p>Notes from Agenda Items Above</p>	<p>1. Welcome: Norms for Communication.</p> <ul style="list-style-type: none"> a. T: One of our teachers' families donated a grand piano that lives right now in the band room. b. T: Sped team is hard at work collaborating with our art teacher to make c. Chris: hearing the sentiment from other parents in the community wondering where their students will go for middle school if Manual high continues to grow. d. Chris: our building has dealt with a number of extended leaves this year and would love feedback on how to support the rest of the system. It is clearly on his mind <ul style="list-style-type: none"> -T: is it possible for us to maximize our current resources in building (ie. expediting sub licenses) -Parent is wondering what type of support the district is bringing during these absences. -C: brought up the idea of starting a hospitality team through the PTA and providing meals for staff. <p>2. At Manual,</p> <ul style="list-style-type: none"> a. What do we want in one year, 3 years, 5 years. <ul style="list-style-type: none"> T: Year one is a lot about other activities happening around the school-debate team and other athletics. There are a lot of cool things going on around the school but making sure teachers know what's going on to make connections. Year 1 needs to be between 360-400 students. Year 3-in addition to the med pathway, a civics pathway. An additional world language and beginning to add more academic options for students. Around 500 students. Year 5-expanding the size of our school, expanding academic offerings for example getting the basement back up and running so that we can hire more teachers. Thinking we would need around 700 students. T: The MI class has become a big heart for this school. Opening more center based programs both in house and out of house. More life skills programming. Creating potentially like a 21st century home economics class with bringing new technology in. Peer mentoring program. Really using some of our peer leaders that can affect others. Next year we have the capacity for another center program. T: By year three having another pathway, maybe a coding or tech

	<p>pathway. In year 1, an additional concurrent enrollment course and language course.</p> <p>T: Very much arts associated. Swim team year 1. More colleges from outside Colorado at the college fair for next year. Year 3-need additional languages, musical theater class. Year 5-dance classes, jazz band, more diverse offering of things in the building.</p> <p>3. Committee Leaders</p> <p>T: Humanities department is continuing to explore AI</p> <p>a. Chris: will send out an email for staff interested to chair and serve on those.</p>
Miscellaneous	

Meeting Date	10/9/2024 from 5:00 p.m. - 6:30 p.m.
Meeting Attendees	Kristen Weinraub; Liz Amaral; Emily Beach; Heather Pound; Roni Turner; Josh Renick; Carl Dixon; Julie Malek; Mark Calhoun; Ben Butler; Chris DeRemer ; T=Teachers C=Community Member
Agenda	<ol style="list-style-type: none"> 1. Welcome and Introduction (10 minutes) - <ol style="list-style-type: none"> a. 2. Department Updates from Manual Council Members (10 minutes) <ul style="list-style-type: none"> • Humanities <ul style="list-style-type: none"> ○ Continued growth of AI and use of tool Grammarly–how do we get ahead of it and make sure kids use as tool and not as crutch ○ Curriculum working okay but looking at down the road • Special Ed <ul style="list-style-type: none"> ○ Moving school store back into store (rm 115) ○ Close to being able to turn students loose to operate store ○ Working on grades • Math <ul style="list-style-type: none"> ○ Team went to conference in Chicago; gained instructional ideas; looked at AI teaching tools to create better lessons • Chris—we put money aside last year to invest in teacher learning • Arts <ul style="list-style-type: none"> ○ Working with music education of Colorado and East High Teacher Tung to bring instrumental music to elementary and middle school; starting after school program K-8 at Whittier; Renick will support the music teacher at Whittier and at Columbine; Goal that this can pushed out in DPS; using Manual instruments that he has got working. Connect with Roni about her husband’s support; Liz has connection Colorado Honor Band ○ Could we house a celebration at Manual to tie in here? 3. Review of Phone Policy Progress and Next Steps to Address Phones (30 minutes) Background: DeRemer worked with student government in summer and rolled out to staff in the fall to create the following policy E - Electronics: There should be no phones or other personal devices out in classrooms unless the use of the device has been approved by the classroom teacher. The use of Chromebooks for academic purposes is allowed and it is expected that students bring their Chromebooks and chargers with them to school every day. Students who do not use their device in accordance with this policy will be placed in academic refocus and receive a

parent/guardian phone call. Consistent violation of this policy will result in suspension (in-school or out).

- Are we seeing any improvement? Reflections (T=teacher, C=community member):
 - T: had a great quarter and didn't have a lot of issues; during break you can use your phone (ten minutes) and it has worked well; requires Renick to be consistent; hasn't gotten a single pushback
 - T: sees improvement; larger proportion of students are honoring the rule; another group needs reminding; very few students have said "I don't think this is fair" but there is a group of students who struggle to follow through; some students don't seem capable of doing it; consistency is an issue; what could we do next? How do we support students having a hard time with it
 - T: nervous because of accommodation issues like taking pictures of board, spelling, etc... Seen support from Carl and Carlos very helpful
 - T: big talking point for freshman teachers but not as big an issue for upperclassmen; when given a reason why they shouldn't have it out, they seem okay and respond appropriately; handful of kids do use it as an escape to opt out of work; strength of connection to family, school safety, and kids real needs to deal with real world stuff like work are real concerns about getting rid of cell phones
 - T: doesn't hear as many redirects when he pops into classes; more intentionality and consistency has helped
 - Chris: has gotten good responses from kids; impressed with their level of understanding
 - What do we hope for our kids from technology? What do parents want?
 - T: student leadership is strong and shows good modeling
 - C: policy is important; want kids to be responsible; backlash will come if we go "big brother." How do we treat the addiction?
 - C: disagrees; things we are being to nice to kids; from the outside looking in, it's too much on the phones
 - T: phones away with access or phones away (we keep them); there is a spectrum across the district
 - C: strong opinion—school should be sacred place where they can take a break from the screens
 - T: zipper pockets has decreased phone use a lot in sister's school; my students are addicted to technology and they respond well to the structure that gives them tech breaks
 - Kids need to learn the appropriate behavior in school; increasing awareness
 - T: is there a way to create a secure place on the desk??
 - T: is next step targeted conversations; design with our students next steps
 - Action steps:
 - more intentional and focused communication
 - Tiered system: eg: movie theater mode today;
 - Consistency
 - Focus on life skill
 - Phone referral system—how can we help these students
 - What is the social media pull? How is that affecting our social/emotional well being

4. Recruiting

- a. Discuss later

5. Other topics for next month:

- a. Hope that we will educate our kids about environmental issues (eco justice)
- b. Dress code
- c. AI conversation
- d. Grading Policies and Expectations; LMS expectations and gaps in students knowing what is do and when; digital/hard copy etc..
- e. IEP students and failing grades and missing work
- f. Number of students who don't know what their grades are (red day blue day schedule issues)

	g. Credit/unit recovery
Notes from Agenda Items Above	<p>1. Introductions</p> <ul style="list-style-type: none"> a. Want it to be more output than input b. Hopes <ul style="list-style-type: none"> i. All kids access the library ii. Kids and the school to access voice and see what change they want in their community and branching out iii. Continual acceptance of people with unique needs and being more inclusive iv. Students are continuing to push themselves and not settle v. Continuous success for manual vi. Making the invisible visible vii. All Manual Students have confidence to share their voice in class viii. Create something long lasting for the future, and not settling ix. Making sure black and brown students with and without special needs are getting what they need and deserve out of school. The most marginalized groups are getting what they need. x. Continues to thrive xi. Continue to build community and grow the instrumental music <p>2. Roles and Responsibilities</p> <ul style="list-style-type: none"> a. Meeting at least once a month. <ul style="list-style-type: none"> i. Advising by providing guidance and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDF-R4 in addition to advising on the following: <ul style="list-style-type: none"> 1. The school's annual budget 2. The school's master calendar and schedule 3. Make recommendations regarding the school's curriculum and instruction, culture and behavior 4. Identifying strategies for increasing enrollment at the school b. Group decision making, and being community based <p>3. Looking for a co-chair! Deremer will reach out.</p> <p>4. Department Updates</p> <ul style="list-style-type: none"> a. SSP/Counselor/Post High School <ul style="list-style-type: none"> i. 12-14 students who are going to CCD ii. 1 student who is working on an associates degree iii. CEC students are there half day iv. 2 students starting cosmetology at Emily Griffith v. College reps and college readiness week is coming in soon vi. College Fair is happening soon <ul style="list-style-type: none"> 1. Mushrush will reach out to Roni Turner to discuss parent involvement with college readiness b. Dean <ul style="list-style-type: none"> i. Attendance <ul style="list-style-type: none"> 1. 272 Kids have 100% attendance! 2. Carlos and Collins are trying to get students with around 85% attendance to class ii. Restorative Practice <ul style="list-style-type: none"> 1. Carlos is working with teachers with hallway conversations, get them back into the room. Hired a Light Center para for emotional support 2. Added ISS room for students who need a safe space to engage with school c. Science d. Math <ul style="list-style-type: none"> i. Highest math growth scores in the district

- ii. New 9th grade teacher for Math
- iii. Now required to give district exams
 - 1. Concern: Feels like a decision that is not made with the best services for students, but more for monitoring adults
 - 2. Trying to find how to focus on instruction while also supporting each other and district policy
- iv. Suggestion from Roni:
 - 1. Support from parents for testing regarding snacks and a PTA
- e. Humanities
 - i. Jasmin is leading the charge in humanities, and having good conversations about how to have cross fertilization of content
- f. Library
 - i. We have checked out 550 books since school started!
 - ii. Author visits coming up
 - iii. Suggestion from Roni:
 - 1. Getting books from Denver PTA
- g. Special Ed
 - i. Lots of students in center are in gen ed classes
 - ii. Hoping to outsource work based learning, with things like RTD and gardening
- h. Arts Department
 - i. In the Woods will be the Musical this year
 - ii. Pottery is back!
 - iii. Drama and chorus, many instrumental classes, and a college music class.
 - iv. A lot of interest, all in the same wing of the building
- i. Principle
 - i. First time in 11 years, we are not on the state accountability clock

5. Budget

- a. Projected at 359, at 345 right now
 - i. We budgeted off of 359, we are facing a deficit of 85k and 100k.
 - ii. Can either reduce or not reduce
 - 1. We have 220 in a savings account. We could keep someone on, but we don't know what our budget looks like next year, especially with the clock
 - iii. There is no plan or need to cut any teacher positions
 - 1. There might need to be a cut from support staff
- b. Option 1:
 - i. Spend half of reserves
 - 1. Impacts budget tightening, delaying the inevitable cut
 - ii. Save of about 60k, and would cover about half of the shortage.
 - 1. Adjust librarian role to be paid more by MMS
- c. Option 2 / 3
 - i. Reduce 2 non teaching positions, and adjust librarian
 - 1. Get to put more into savings
- d. Roles to be considered RIBed
 - i. ALL ROLES CONSIDERED FOR REDUCTION ARE NON INSTRUCTIONAL.
- e. Questions/Comments
 - i. Dean for this year?
 - 1. May also transfer upstairs as Dean, .75 upstairs
 - ii. Keeping them and tapping into reserves would help strengthen?
 - iii. Unknown enrollment and SPF changes leave us in an unknown place, we should not get rid of all funds to make sure that we have longevity
 - iv. All adults in the building are important for learning, we can always get more money. You cannot rebuild relationships
 - v. Admin has the best view of what is best and most impactful for the school. We have trust in Deremer to make those decisions
 - vi. Option 4 seems aggressive. Dont see the point in increasing reserves.

	<p>Declining enrollment and tiered support</p> <ol style="list-style-type: none"> 1. Funding from Enrollment <ol style="list-style-type: none"> a. 450k, 430k, third year 110k vii. Very worried about cutting funding with the funding getting so cut viii. Renick would like to discuss Rap Lab with Deremer about cost saving measure and efficacy about Rap Lab <p>6. Policy</p> <ol style="list-style-type: none"> a. Need to get a group of teachers about the grading policy with carissa and josh b. Phones are getting better, but needs to have a check in about phone use
Miscellaneous	<p><u>Manual Council Should Consist of:</u></p> <ul style="list-style-type: none"> • 1 Principal • 1 Principal appointee (from faculty) • 1 Community Member • 3 Parents minimum • 1 teacher representative from each department • One representative from the school's SSPs <p><u>The Manual Council shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month. • Advising by providing guidance and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDF-R4 in addition to <i>advising</i> on the following: <ol style="list-style-type: none"> ○ The school's annual budget ○ The school's master calendar and schedule ○ Make recommendations regarding the school's curriculum and instruction, culture and behavior ○ Identifying strategies for increasing enrollment at the school

Meeting Date	9/11/2024 from 5:00 p.m. - 6:30 p.m.
Meeting Attendees	John Collins (Parent); Britni Mushrush (Counselor); Kristen Weinraub (Parent); Heather Pound (Staff); Mark Calhoun (staff); Carissa Gasperetti (staff); Julie Malek (staff); Roni Turner (parent); Liz Amaral (parent); Josh Renick (staff); Chris DeRemer (Principal)
Agenda	<ol style="list-style-type: none"> 6. Welcome and Introduction (10 minutes) - DeRemer et.al. <ol style="list-style-type: none"> a. Name, Role, One thing you hope for Manual this year. 7. Review Responsibilities of Manual Council (5 minutes) - DeRemer 8. Assignment of Co-Chair for Manual Council - DeRemer (5 minutes) 9. Department Updates from Manual Council Members (10 minutes) 10. Current budget update and next steps for budget shortfall - DeRemer (10 minutes) 11. Grading and Phone Policy Update <ol style="list-style-type: none"> a. Grade Policy Discussion - Renick and Gasperetti (20 minutes) b. Phone Policy Review - Keep, Stop, Start by DeRemer (15 minutes) 12. Need for Mission/Vision and School Culture Committee Chairs - If time allows

	13. Establish Next Meeting Date and Time and Adjourn
Notes from Agenda Items Above	<p>7. Introductions</p> <ul style="list-style-type: none"> a. Want it to be more output than input b. Hopes <ul style="list-style-type: none"> i. All kids access the library ii. Kids and the school to access voice and see what change they want in their community and branching out iii. Continual acceptance of people with unique needs and being more inclusive iv. Students are continuing to push themselves and not settle v. Continuous success for manual vi. Making the invisible visible vii. All Manual Students have confidence to share their voice in class viii. Create something long lasting for the future, and not settling ix. Making sure black and brown students with and without special needs are getting what they need and deserve out of school. The most marginalized groups are getting what they need. x. Continues to thrive xi. Continue to build community and grow the instrumental music <p>8. Roles and Responsibilities</p> <ul style="list-style-type: none"> a. Meeting at least once a month. <ul style="list-style-type: none"> i. Advising by providing guidance and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDF-R4 in addition to advising on the following: <ul style="list-style-type: none"> 1. The school's annual budget 2. The school's master calendar and schedule 3. Make recommendations regarding the school's curriculum and instruction, culture and behavior 4. Identifying strategies for increasing enrollment at the school b. Group decision making, and being community based <p>9. Looking for a co-chair! Deremer will reach out.</p> <p>10. Department Updates</p> <ul style="list-style-type: none"> a. SSP/Counselor/Post High School <ul style="list-style-type: none"> i. 12-14 students who are going to CCD ii. 1 student who is working on an associates degree iii. CEC students are there half day iv. 2 students starting cosmetology at Emily Griffith v. College reps and college readiness week is coming in soon vi. College Fair is happening soon <ul style="list-style-type: none"> 1. Mushrush will reach out to Roni Turner to discuss parent involvement with college readiness b. Dean <ul style="list-style-type: none"> i. Attendance <ul style="list-style-type: none"> 1. 272 Kids have 100% attendance! 2. Carlos and Collins are trying to get students with around 85% attendance to class ii. Restorative Practice <ul style="list-style-type: none"> 1. Carlos is working with teachers with hallway conversations, get them back into the room. Hired a Light Center para for emotional support 2. Added ISS room for students who need a safe space to engage with school c. Science d. Math <ul style="list-style-type: none"> i. Highest math growth scores in the district

- ii. New 9th grade teacher for Math
- iii. Now required to give district exams
 - 1. Concern: Feels like a decision that is not made with the best services for students, but more for monitoring adults
 - 2. Trying to find how to focus on instruction while also supporting each other and district policy
- iv. Suggestion from Roni:
 - 1. Support from parents for testing regarding snacks and a PTA
- e. Humanities
 - i. Jasmin is leading the charge in humanities, and having good conversations about how to have cross fertilization of content
- f. Library
 - i. We have checked out 550 books since school started!
 - ii. Author visits coming up
 - iii. Suggestion from Roni:
 - 1. Getting books from Denver PTA
- g. Special Ed
 - i. Lots of students in center are in gen ed classes
 - ii. Hoping to outsource work based learning, with things like RTD and gardening
- h. Arts Department
 - i. In the Woods will be the Musical this year
 - ii. Pottery is back!
 - iii. Drama and chorus, many instrumental classes, and a college music class.
 - iv. A lot of interest, all in the same wing of the building
- i. Principle
 - i. First time in 11 years, we are not on the state accountability clock

11. Budget

- a. Projected at 359, at 345 right now
 - i. We budgeted off of 359, we are facing a deficit of 85k and 100k.
 - ii. Can either reduce or not reduce
 - 1. We have 220 in a savings account. We could keep someone on, but we don't know what our budget looks like next year, especially with the clock
 - iii. There is no plan or need to cut any teacher positions
 - 1. There might need to be a cut from support staff
- b. Option 1:
 - i. Spend half of reserves
 - 1. Impacts budget tightening, delaying the inevitable cut
 - ii. Save of about 60k, and would cover about half of the shortage.
 - 1. Adjust librarian role to be payed more by MMS
- c. Option 2 / 3
 - i. Reduce 2 non teaching positions, and adjust librarian
 - 1. Get to put more into savings
- d. Roles to be considered RIBed
 - i. ALL ROLES CONSIDERED FOR REDUCTION ARE NON INSTRUCTIONAL.
- e. Questions/Comments
 - i. Dean for this year?
 - 1. May also transfer upstairs as Dean, .75 upstairs
 - ii. Keeping them and tapping into reserves would help strengthen?
 - iii. Unknown enrollment and SPF changes leave us in an unknown place, we should not get rid of all funds to make sure that we have longevity
 - iv. All adults in the building are important for learning, we can always get more money. You cannot rebuild relationships
 - v. Admin has the best view of what is best and most impactful for the school. We have trust in Deremer to make those decisions
 - vi. Option 4 seems aggressive. Dont see the point in increasing reserves. Declining enrollment and tiered support

	<p>1. Funding from Enrollment</p> <p>a. 450k, 430k, third year 110k</p> <p>vii. Very worried about cutting funding with the funding getting so cut</p> <p>viii. Renick would like to discuss Rap Lab with Deremer about cost saving measure and efficacy about Rap Lab</p> <p>12. Policy</p> <p>a. Need to get a group of teachers about the grading policy with carissa and josh</p> <p>b. Phones are getting better, but needs to have a check in about phone use</p>
Miscellaneous	<p><u>Manual Council Should Consist of:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 1 Principal appointee (from faculty) ● 1 Community Member ● 3 Parents minimum ● 1 teacher representative from each department ● One representative from the school's SSPs <p><u>The Manual Council shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month. ● Advising by providing guidance and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDF-R4 in addition to <i>advising</i> on the following: <ul style="list-style-type: none"> ○ The school's annual budget ○ The school's master calendar and schedule ○ Make recommendations regarding the school's curriculum and instruction, culture and behavior ○ Identifying strategies for increasing enrollment at the school