



Mill Levy Menu of Options for Fund Use

Menu Overview

This menu provides detailed information on strategies to enhance mental health services, evidence-based social emotional learning curriculum and instruction and school climates to foster positive social-emotional outcomes for students. Use the menu on the following pages to inform decisions on how to spend Mill Levy dollars. The menu is not meant to limit spending options but rather to provide decision-making support to school leaders.

Using this menu during budget and strategic planning

- *Step 1:* Consider the primary funding area or areas that are of greatest need to your school.
 - The questions below are designed to help guide that decision. Each section includes links to the areas for Steps 2 & 3.
- *Step 2:* Within each primary funding area consider the high-leverage strategies to expend the majority of funding. You will want to define these during the budget planning process.
 - Each section of the menu provides additional context to help you think through your decision and gives you options for staff positions and partner contracts.
- *Step 3:* Reserve dollars for smaller scale training or curriculum and come back to the menu during spring planning.

As you use the menu, consider the variety of data sources that can help guide your decision making: *Multi-Tiered Systems of Support, Mental Health Referrals, Principal Portal Whole Child Stoplight, Whole Child Student Satisfaction Survey, Healthy Kids Colorado Survey.*

Step 1: Primary Funding Areas

A school leader might consider funding...

[Mental Health Services](#) because...

- Data indicates that current volume of students needing targeted and intensive supports cannot be met by the mental health staff in the building
- Questions to ask when selecting menu items within this option include:
 - Are needs best met by school staff or by a partner organization?
 - What are gaps in service with current mental health staffing?
 - What type of mental health support is most needed?
 - Will additional FTE help us solve both short term and long-term needs?

- Within this area options include:
 - [DPS Staff Positions](#)
 - [Community Based Organization Staff Positions](#)
 - [Mental Health Training](#)

Evidence-based Social-emotional Learning Curriculum and Instruction because...

- Data or observation indicates that students could benefit from specific instruction in social-emotional learning.
- There is a desire for social-emotional learning to be taught not just by the mental health staff in the building, but through consistent, school-wide implementation.
- Questions to consider when selecting menu items within this option include:
 - Does the current daily and yearly schedule allow for or can it be changed to allow for integration of social-emotional learning?
 - Do the teachers in the school have capacity to deliver additional curriculum or would bringing in a partner organization make implementation more feasible?
 - How can we supplement any curriculum already being offered?
- Within this area options include:
 - [DPS Staff Positions](#)
 - [DPS Supported Social-emotional Learning Curriculum](#)
 - [DPS Supported Substance Abuse Prevention and Intervention Curriculum](#)
 - [Community Based Organizations – Direct Student Social-emotional Instruction Social-emotional Learning Curriculum Training](#)

School Climate that Fosters Positive Social-emotional Outcomes because...

- Data indicates the need to strengthen universal social-emotional supports in the school and to strengthen the consistency of the school climate.
- There is a lack of consistent practices to support student social-emotional learning throughout the building.
- Questions to ask when considering menu items within this option include:
 - What consistent practices are needed amongst all staff?
 - What is the foundation needed to allow social-emotional curriculum and targeted and intensive interventions to be successful?
- Within this area options include:
 - [DPS Staff Positions](#)
 - [Community Based Organizations Staff Positions](#)
 - [Schoolwide Practices Training and Processes](#)



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Steps 2 & 3: Specific Strategies

Mental Health Services

DPS Staff Positions

- A school leader might consider adding or increasing an FTE when:
 - current mental health staffing levels meet, but do not exceed the minimum
 - mental health and behavior needs exceed what current staff can manage on a day to day basis
 - there is indication that student need will remain at a high level
 - there is a desire to expand a current part-time staff member to full time
 - there is a desire for services to be “in-house”

Position	Grade Levels	Social-emotional Services Provided	Cost per Day of Service	For More Information Contact
School Counselor	ECE K-5 6-8 9-12	Social-emotional counseling for students including tailored services for students and schools to improve student outcomes, and academic/career counseling. Provision of crisis supports, behavioral health interventions and family engagement.	Approx \$13,000	Samantha Haviland 970-217-5608 Samantha_Haviland@dpsk12.org
School Nurse	ECE K-5 6-8 9-12	Management of chronic social-emotional health conditions, 1:1 and group social-emotional Interventions. Direct services for students with social-emotional accommodations on 504 plans. Provision of crisis supports, behavioral health interventions and family engagement.	\$13,344.80	Donna Shocks 720-423-1460 Donna_Shocks@dpsk12.org
School Social Worker	ECE K-5 6-8 9-12	Social-emotional supports at universal, targeted and intensive tiers, including attendance supports, specific supports for students with disabilities, teacher consultation, individual and group counseling, classroom social-emotional learning interventions, leadership of multi-tiered systems of support and 504. Provision of crisis supports, behavioral health interventions and family engagement.	\$14,558.60	Ellen Kelty 303-728-4121 Ellen_Kelty@dpsk12.org
School Psychologist	ECE K-5 6-8 9-12	Social-emotional supports at universal, targeted and intensive tiers, including attendance supports, specific supports for students with disabilities, teacher consultation, individual and group counseling, classroom social-emotional learning interventions, leadership of multi-tiered systems of support, 504. Provision of crisis supports, behavioral health interventions and family engagement.	\$14,750.40	Ellen Kelty 303-728-4121 Ellen_Kelty@dpsk12.org
Substance use and general prevention specialist	6-8 9-12	Implementation of prevention and early intervention services for substance use and abuse prevention Services range from prevention initiatives that impact entire school populations to targeted interventions with identified students who are in the early stages of substance use.	\$12,512	Michel Holien 720-423-2433 michel_holien@dpsk12.org

Community Based Organizations Staff Positions

- A school leader might consider contracting with a partner organization to provide for mental health supports when:
 - current mental health staffing levels meet, but do not exceed minimums
 - mental health and behavior needs exceed what current staff can manage on a day to day basis
 - student therapeutic needs exceed that which school staff can provide
 - therapy needs for family members exist in addition to students
 - partners program scope best meets unique school needs
 - school desires to contract for year round services (prices below are just for school year only unless otherwise noted)

NOTE: All organizations must have a commitment from schools in place by March 2017 to secure staff for the 17-18 school year. Organizations may request a two-year funding commitment to enable hiring new staff.

Organization	Grade Served	Population Served	Services Provided	Other Considerations	Cost per Day of Service (unless noted)	For More Information Contact	Currently Serving
Denver Children's Advocacy Center	ECE K-5 6-8 9-12	Students with a history of trauma	<i>Licensed Clinical Social Worker</i> Individual, and group therapy for students. Parent psychoeducation and support. Mental health consultation for teachers/school leaders, classroom support, child abuse prevention education.	<i>Languages:</i> English and Spanish MUST have a confidential space to see students and/or families	\$20,000	Angela Davidson angela@denvercac.org 303-825-3850	Florence Crittenton
Denver Health	ECE-1	Focus on those entering kindergarten and transitioning from early childhood programs	<i>Licensed Clinical Social Worker</i> Services for individual children and families who have been identified as having behavioral challenges or mental health needs in the transition from preschool to kindergarten. Services include classroom observations and support, screenings and case management.	<i>Languages:</i> English and Spanish; With advance notice can arrange for translator Team can float between schools without needing a set space. Most of work occurs in classrooms with student/teacher. Space for parent meetings will be required periodically	\$16,570 per day for 12 months; \$14,913 per day for 10 months	Sonja O'Leary or April Galligan Sonja.O'Leary@dhha.org; April.galligan@dhha.org 303-602-8990	College View, Smit
Jewish Family Service of Colorado	ECE K-5 6-8 9-12	Most impacted students who do not have access to mental health services in a traditional outpatient setting.	<i>Licensed Clinical Social Worker</i> Individual, group and family therapy for students. Services include case management, assessment and referral. Training, consultation and additional services	<i>Languages:</i> English; Limited Spanish; With advance notice can arrange for translator No less than 2 but no more than 4 days of service per week MUST have a confidential space to see students and/or families	\$14,000 per day for school year	Lisa Rincon lrincon@jewishfamilyservice.org 720.248.4626	Ashley, Ellis, George Washington, Hamilton, Holm, Merrill, Place Bridge Academy, Samuels, Shoemaker, South, Thomas Jefferson
Maria Droste Counseling Center	ECE K-5 6-8 9-12	Most impacted students who do not have access to mental health services in a traditional outpatient setting.	<i>Masters & Doctoral Students under supervision of Licensed Clinician</i> Individual, group and family therapy for students. Services include case management, assessment and referral.	<i>Languages:</i> English; With advance notice can arrange for translator MUST have a confidential space to see students and/or families Access to internet and/or Wifi Identified staff person at school to serve as liaison to program; participate in evaluation measures	\$8,000 for 10hrs/2days per week; \$12,000 for 16 hours/3days per week; \$15,000 20 hours/4 days per week	David Brunick david_brunick@mariadroste.org 303.756.9052 x 109	Asbury, Brown, Carson, Castro, Cole Arts and Science, Colfax, DSISD, DSST: College View, DSST: Stapleton, Florence Crittenton, Goldrick, Montclair, Munroe, North, Palmer, Place Bridge Academy, Valverde
Mental Health Center of Denver	ECE K-5 6-8 9-12	Most impacted students who do not have access to mental health services in a traditional outpatient setting.	<i>Licensed Clinical Social Worker</i> Individual, group and family therapy for students. Services include case management, assessment and referral.	<i>Languages:</i> English; With advance notice can arrange for translator MUST have a confidential space to see students and/or families	\$15,000 per day for school year	John Kiekhaefer john.kiekhaefer@mhcd.org 303-300-6179	Columbine, East, Evie Dennis Campus, Fairview, Greenlee, Henry World, Hill, JFK, Manual, McGlone, Montbello, Morey, Oakland, Schmitt, West Campus

Organization	Grade Served	Population Served	Services Provided	Other Considerations	Cost per Day of Service (unless noted)	For More Information Contact	Currently Serving
Project PAVE	ECE K-5 6-8 9-12	Students with a history of trauma	<p><i>Masters Level Therapists</i> Trauma-focused therapy for students impacted by violence. Customized approach for each client, based on individual strengths. Therapists work full-time in schools and become on-site consultants for school staff.</p> <p>Practical support and resources for parents and families of therapy clients. Provided at home or in the community and in English or Spanish. Reflective of an innovative, new wave of intervention - meeting families "where they are".</p>	<p><i>Languages: English and Spanish</i></p> <p>MUST have a confidential space to see students and/or families</p>	\$14,000 per day for school year	Adam Evans aevans@projectpave.org 720-414-2539	DC21 at Wyman Dora More, North, Whittier
Professional Counseling Services	6-8 9-12	Students with a history of substance use/abuse	Individual and small group drug/alcohol counseling services, alternative to suspension programs, and classroom presentations.	<p><i>Languages: English; With advance notice can arrange for translator</i></p> <p>MUST have a confidential space to see students during school day</p> <p>Groups are held during evening hours</p> <p>MUST have a confidential space that seats up to 25</p>	\$200 per group (8-10 students); In school counseling \$100/hour; Classroom presentations \$150 each	Annie Butler Lynann303@yahoo.com 303-691-0225	Abraham Lincoln, Compassions Road, DC21 at Wyman, East, MLK

Mental Health Training

- A school leader might consider training all school-based staff in mental health related topics when:
 - Working to create a trauma informed school
 - Wanting to ensure all staff members are able to provide basic mental health identification or support

Training Title	Organization	Training Summary	Training Costs	For More Information Contact
Trauma Informed Practices	Denver Office of Behavioral Health Strategies	2 or 4 hour trainings available. Participants will be able to: <ul style="list-style-type: none"> · Define trauma and describe how it differs from everyday stress · View people’s behaviors through a trauma lens · Better understand the role of resilience in buffering the effects of traumatic events · Describe 2 to 3 survival coping strategies people with trauma may use and name alternative ways to cope · Describe how adverse childhood experiences impact adult health · Describe ways they can help people experiencing traumatic stress reactions · Describe the importance of self-care · Identify potentially traumatizing events they may encounter within a workplace setting · Learn about vicarious trauma · Identify the impact of stress on their bodies and minds 	FREE Schools should account for any needed extra duty pay for teams to attend	Nachshon Zohari Nachshon.Zohari@denvergov.org 720.944.6375
Youth Mental Health First Aid	Mental Health First Aid of Colorado	8 hour training to support adults working with adolescents ages 12-18 to recognize concerning symptoms and learn how to respond during a crisis	\$35-45 per person <i>or</i> Free through the Colorado School Safety Resource Center Schools should account for any needed extra duty pay for teams to attend	Rachel Clements rclements@mhfacolorado.org

The following trainings are available for free through the Colorado School Safety Resource Center. Allocation of any needed extra duty pay for these trainings should also be considered as “on the menu”. Adult Sexual Misconduct in Schools: Prevention and Management, Behavioral Health Supports, Bullying Prevention and Intervention, Child Sexual Abuse Prevention for School Staff, Crisis Preparedness and Intervention, Cyberbullying for School Staff, Positive School Climate, Psychological Challenges of Youth for Staff, Sexting for School Staff, Student Safety, Threat Assessment in Schools, Trauma-Sensitive Classrooms, Youth Suicide Prevention and Intervention

Evidence-based Social-emotional Learning Curriculum and Instruction

DPS Staff Positions

- A school leader might consider adding an FTE when:
 - there is a need for an individual dedicated to social-emotional learning instruction that cannot be met with mental health or teacher staffing
 - multiple partner organizations are working with the school around SEL and additional coordination is needed
 - the [DPS staff positions listed under Mental Health](#) can serve as leaders in this work

DPS Supported Social-emotional Learning Curriculum

- A school leader might consider expanding use of centrally supported social-emotional learning curriculum when:
 - additional universal, targeted or intensive supports are needed
 - teachers have capacity to implement social-emotional learning curriculum in their classroom
 - school mental health staff need additional curricular resources

Curriculum	Grades Served	Curriculum Focus	Curriculum Delivered By	Suggested Program Implementation	Required Training	Other Considerations	Cost	For More Information Contact
Brainwise	K-5 6-8 9-12	<i>Tier – Targeted/Intensive</i> The program works on the proven theory that cognitive behavior models are essential in helping individuals restructure distorted thinking processes. The program teaches children and youth essential emotional, social, and cognitive skills through an innovative structured approach called the "10 Wise Ways."	Classroom Teachers School Mental Health Staff	Learning- based activities were created for easy integration into literature, history, social studies, and science courses, as well as experiences and topics inside and outside the classroom.	Webinar training available. Includes pre and post test for progress monitoring.	Recommended best practice by federal Substance Abuse and Mental Health Services Administration.	\$150 for the curriculum book \$190 for the curriculum book and set of posters	Meredith Furtney 720-423-2645 meredith_furtney@dpsk12.org
Learning to BREATHE	8 9-12	<i>Tier – Universal</i> A mindfulness-based curriculum created for classroom or group settings. This curriculum is intended to strengthen attention and emotion regulation, cultivate wholesome emotions like gratitude and compassion, and expand the repertoire of stress management skills. Each lesson includes age-appropriate discussion, activities, and opportunities to practice mindfulness in a group setting. L2B has been researched in many setting and used with adolescents and adults.	Classroom Teachers School Mental Health Staff	Weekly. Classroom, advisement	Webinar training available.	Recommended best practice by federal Substance Abuse and Mental Health Services Administration.	\$69.95	Kim Price 720-423-3303 kim_price@dpsk12.org

Curriculum	Grades Served	Curriculum Focus	Curriculum Delivered By	Suggested Program Implementation	Required Training	Other Considerations	Cost	For More Information Contact
Random Acts Of Kindness	K-5 6-8 9-12	<i>Tier - Universal</i> Uses kindness as a framework to teach social and emotional skills to students. Each lesson plan meets multiple CDE academic standards. Helps students become self-aware, able to self-manage, have greater social awareness, stronger relationships and an easier time making responsible decisions.	Classroom Teachers School Mental Health Staff	Weekly	1-3 hours introductory training followed by mid-year booster and end of year reflection	Curriculum coach provided with school wide adoption. Available in Spanish.	Free Schools should account for extra duty pay necessary for staff to attend introductory training, if applicable.	Kim Price 720-423-3303 kim_price@dpsk12.org
Second Step	ECE K-5 6-8	<i>Tier – Universal</i> Instruction in social-emotional learning, empathy, emotion management, friendship skills, and problem solving. Separate sets of lessons are available for use in prekindergarten through eighth grade implemented in 28 weeks each year. The Early Learning program includes a unit for transitioning to kindergarten. Uses four key strategies to reinforce skill development: brain builder games (to build executive function), weekly theme activities, reinforcing activities, and home links	Classroom Teachers School Mental Health Staff	Weekly lessons ranging from 20-45 minutes	For the Early learning, we provide a staff training toolkit that allows for you to train your own staff in approximately 3 hours. The K-5 program training is an online interactive training with resources that takes approximately 1 hour. The Middle School program training resources include role-based video modules that are designed for a group training of approximately 2.5 hours. Webinar training available. Includes pre and post test for progress monitoring.	Recommended best practice by the Collaborative for Academic and Social Emotional Learning. Online access provided to SecondStep.org, which contains web-based and PDF versions of the Teaching Guide, Reviews of Research, Home Links, online teacher training, and additional tools needed to teach the lessons. Available in Spanish.	Early Learning kit = \$409, Elementary kits \$389-\$409, Middle school kits = \$399 Schools should account for extra duty pay necessary for staff to attend introductory training, if applicable.	Kim Price 720-423-3303 kim_price@dpsk12.org
WeTeachPeace	ECE K-5 6-8 9-12	<i>Tier – Universal</i> Empathy development, social skills, anger management, character education and parent empowerment.	Classroom Teachers School Mental Health Staff	Can be used daily, weekly or monthly	2 full days 3 hours ongoing training Webinar available from Whole Child Supports. Includes pre and post test for progress monitoring.	Available in Spanish. Previously called Peace4Kids.	Free Schools should account for extra duty pay necessary for staff to attend introductory training, if applicable.	Kim Price 720-423-3303 kim_price@dpsk12.org
WhyTry	K-5 6-8 9-12	<i>Tier – Targeted/Intensive</i> The WhyTry Program uses SEL to help struggling students make positive life changes. The WhyTry Program uses a multisensory learning approach to teach social, emotional, and leadership principles to students of all learning types. This approach includes the use of a series of visual analogies to illustrate each WhyTry unit. Helps students with motivation, anger management, decision making, following the rules and goal setting).	Special Educators School Mental Health Staff	Weekly	Introduction webinars, Online training and in-person training opportunities through WhyTry.org. Webinar training available. Includes pre and post test for progress monitoring.	A strength of this program is that the major learning styles—visual, auditory, and body-kinesthetic—are all addressed Available in Spanish	1 Year, individual use, online subscription \$499.00. Student journal is \$12.00 each.	Meredith Furtney 720-423-2645 meredith_furtney@dpsk12.org

Curriculum	Grades Served	Curriculum Focus	Curriculum Delivered By	Suggested Program Implementation	Required Training	Other Considerations	Cost	For More Information Contact
Zones of Regulation	K-5 6-8 9-12	<i>Tier – Targeted/Intensive</i> The curriculum is designed to help students gain skills in the area of self-regulation. The lessons and learning activities are designed to help students recognize when they are in different Zones (states of alertness/moods/feelings) as well as learn how to use tools (including sensory supports, calming techniques, and strategies) to regulate the Zone they are in.	Special Educators School Mental Health Staff	Weekly	Webinar training available. Includes pre and post test for progress monitoring.	There are trainings, online materials and website supports are also available from Social Thinking Inc.	\$44	Meredith Furtney 720-423-2645 meredith_furtney@dpsk12.org

DPS Supported Substance Abuse Prevention and Intervention Curriculum

- A school leader might consider expanding use of centrally supported substance abuse prevention and intervention curriculum when:
 - there is an identified need to focus on substance abuse prevention in the school community
 - there is an identified need to intervene with students in the early to moderate stages of substance use

Curriculum	Grades Served	Curriculum Focus	Curriculum Delivered By	Suggested Program Implementation	Required Training	Other Considerations	Cost	For More Information Contact
LifeSkills Training Program	3-5 6-8 9-12	<i>Tier – Universal</i> Personal self management skills, general social skills, drug resistance skills	Classroom Teachers School Mental Health Staff	Weekly; Total number of sessions varies by grade level and ranges 10-17 sessions.	3 hour in person training	Training is provided by the Substance Use Prevention Supervisor who is a certified trainer.	Curriculum Set (1 teacher's manual, 30 student guides & 1 Stress Management Techniques CD & 1 Smoking & Biofeedback DVD): \$295	Michel Holien 720-423-2433 michel_holien@dpsk12.org
Marijuana Education Initiative (MEI)	6-8 9-12	<i>Tier – Universal</i> Prevention curriculum to inform students on risks associated with marijuana use.	Classroom Teachers School Mental Health Staff	Weekly; 4 sessions total.	Training is completed at your own pace through MEI's online platform; training consists primarily of watching instructional videos.	Online training provided by MEI.	\$150 a year	Michel Holien 720-423-2433 michel_holien@dpsk12.org
Sources of Strength	6-8 9-12	<i>Tier – Universal</i> Peer leader led, mental health wellness through promotion of protective factors	3-5 adult advisors – Any staff can serve as advisors	Two, 4 hour trainings. Team of adults and peer leaders meet 1-2 times per month.	Required training: Two, 4-hour trainings; adult advisors attend both trainings and peer leaders attend the second training, Only 1 training is required in subsequent years.	Training is provided by certified, in house DPS trainers. The team of adults and peer leaders will need a consistent time to meet monthly or bi-weekly.	\$750 year 1, \$500 for each subsequent year	Michel Holien 720-423-2433 michel_holien@dpsk12.org
Teen Intervene	7-8 9-12	<i>Tier – Targeted/Intensive</i> Brief counseling for students in the early to moderate stages of substance use	School Mental Health Staff	Weekly (3-4 sessions)	Optional training available upon request.	Mental health knowledge and counseling skills required to implement intervention.	\$400 for curriculum and manual.	Michel Holien 720-423-2433 michel_holien@dpsk12.org

Community Based Organizations – Direct Student Social-emotional Instruction

- A school leader might consider contracting with partner organization to deliver social-emotional learning programs when:
 - additional universal, targeted or intensive supports are needed
 - teachers do not have capacity to implement social-emotional learning curriculum in their classroom
 - school desires flexibility to offer programming during or afterschool as needed by the community
 - school desires unique learning opportunity that educators in the building cannot offer

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
Colorado Youth at Risk	9	Steps Ahead for youth is year-long intensive dropout prevention mentoring program for 9th grade students. Includes large group and one-on-one mentoring, 3 day launch course retreat, and a 12-month series of community workshop sessions for mentors and youth. Program curriculum emphasizes social-emotional skill areas such as developing positive relationships with adults and being part of a positive community of peers and adults; self-advocacy and resilience; personal goal-setting and exploring and assessing personal motivation; and youth empowerment and building upon strengths.	Primarily conducted afterschool. Youth and mentors meet for 12 hours each month, usually 2-3 hours per week.	Need commitment from schools by May in order to launch a cohort of 9 th graders in October of 2017.	\$100,000 in year 1 for cohort of 40 students. Costs can be shared among schools. \$1,000 per student each year thereafter.	Sarah McGill sarah@coloradoyouthatrisk.org	East, George Washington, Manual
Creative Strategies for Change	6-8 9-12	The CSC 3 Model integrates social justice frameworks, arts engagement, and restorative practices, in all programs and services. We utilize and teach restorative practices for communication and conflict transformation, as well as emotional intelligence in both our school programs for youth and consulting and professional development for adults. This includes circling up and creating space for all voices, naming and communicating emotions and needs, and cultivating trauma sensitive, culturally responsive practices for communication and conflict transformation. Arts integration supports social and emotional well being, especially in culturally diverse environments.	Varies from one time presentations to 2-5 session per week for students and 1-2 sessions per month for school staff	We host a optional 17 hour facilitator training in Denver every August and January for schools wishing to deepen this work	\$150 per facilitator per hour. Discounts for Title 1 schools.	Assetou (AH-say-too) Xango (SHA-ngo) creativestrategiesprograms@gmail.com	Bruce Randolph, CLA, Centennial, Compassion Road, Grant Beacon, Trevista
Denver Kids	ECE K-5 6-8 9-12	Educational Counselors serve as advocates, giving our students the guidance and support they need to graduate and monitor student achievement indicators and social emotional development. They function as bridges between school and home, connecting all parties and finding holistic ways to give each student the extra support to succeed.	2+ visits per month (per student)		Fees to be determined jointly by school and Denver Kids	Marc Morgan marc_morgan@dpsk12.org	Citywide
HeART and Soul	ECE K-5 6-8 9-12	Provide therapeutic art/writing and character education program to build self-esteem and body confidence.	1 hour per week for 6 to 12 weeks		\$18 per hour	Amy Kear aekear@yahoo.com	Cory, Park Hill, Steele, Teller
Kids Yoga Guide	ECE K-5	We share mindfulness and yoga with kids, we teach, support and teach kids how to notice their feelings, their bodies and how to create more peace, kindness and awareness in their lives.	5 minutes daily as often as possible in the classroom in addition to classes		Varies from \$25-399 depending on type of class selected	Casey Feicht casey@kidsyogaguide.com	Denver Language School, Valdez

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
Mirror Image Arts	3-5 6-8	Utilizing theatre to explore empathy and effective communication in order to prevent bullying situations.	Finding Your Voice 90 min lessons, once a week, for 6-8 weeks. Your Voice Matters -90 min, one time lesson.	We encourage teachers to actively participate in our programming in order to experience the terminology and activities which are applicable to other academic subjects. We are happy to dialogue and share best practices with teachers or site contacts who express interest.	Finding Your Voice - \$850, Your Voice Matters, \$400	Meghann Henry m.henry@mirrorimagearts.org	Fairview, Greenlee, Harrington, Place Bridge Academy
Project PAVE	ECE K-5 6-8 9-12	Prevention education provided to create safe spaces and develop young leaders. Path to Healthy Relationships Classes facilitate in-depth discussions with middle and high school youth on dating, equality, and preventing violence. Youth Community Educators Program (YCEP) provides comprehensive training and professional development for high school youth. Youth are hired to educate the community about dating violence and its prevention. True Man Program is designed to challenge boys and men to become allies in the prevention of domestic and sexual violence through a team framework and provided in partnership with the Denver Broncos.	Each program is different. We are usually able to tailor our programming to the needs of the student or school.	Need a month advanced notice	Varies from Free to \$1500	Mark Smith Msmith@projectpave.org	Bryant Webster, DC21-Wyman, Dora Moore, East, George Washington, Hill, JFK, Lake International, Morey, North, Thomas Jefferson, Trevista, West Early College, Whittier
Radiant Beginnings Yoga	ECE K-5 6-8 9-12	Mindful brain break videos target executive skills necessary for academic success and social-emotional health. Each 5 minute video guides participants through a series of mental and physical exercises to increase focus, self-control, attitudes and self-awareness. By focusing on breath, body and mind, our program creates an environment where both child and adult feel relaxed and ready to take on the challenges of the day. This provides a foundation for better adjustment and academic performance.	5-10 minute videos 3 days a week	Recommended teacher professional development on integrating mindfulness into the classroom	\$4/student for videos. Goes down to \$2/student after 8 uses Training starts at \$400 and varies based on length of training	Julie Campilio Julie@RadiantBeginningsYoga.com	Bromwell, Bryant-Webster Dual Language, Carson, Centennial Expeditionary School, Cory, Denver School of Science and Technology (DSST) - College View, Emily Griffith, Hamilton, Manual, McAuliffe International School, McMeen, Park Hill, Slavens
Shanti Home	ECE K-5	Mindfulness through yoga and meditation	45 -60 minutes once a week for 6-10 weeks		\$4 per student per class	Shanti McLinden oldetownshantihome@gmail.com	Brown International, Denison Montessori, Denver Green

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
Tall Tales Yoga	ECE K-5 6	We teach children yoga through storytelling containing social or emotional lesson which the children act out through yoga poses. The blend of mind (dozens of cognitive skills), body (balance, strength, flexibility, control), and imagination (visualization, storytelling) brings an advanced level of social, emotional, and self-awareness that children rarely experience. Social and emotional focus takes place throughout the program in every single lesson with games, stories and relaxation. Games involve cooperation, respect and listening to others, as well as partner yoga, and group exercises. Time is spent on learning how to listen to the body, respond to emotions, and control the mind.	One-hour sessions once or twice a week for at least 6-8 weeks. Ideally a full semester of 1 hour sessions once or twice a week. 30 minute sessions can be effective as well, but 6-8 weeks is generally the minimum to see a benefit. Weeklong camps have proven effective as well. These are generally 1-2 hours for 4-5 days in a row.	We can provide training for staff in a structured environment such as an in-service day. Our focus is to teach staff how to use the yoga through storytelling method. Need 4-6 weeks notice for scheduling and staffing.	Average cost per child per class is \$12.50, or \$50/month/child when parents are billed. Generally \$100/1 hour session for schools. Flexibility in price when multiple sessions are contracted.	Levi Noe talltalesyoga@gmail.com	No schools currently listed in CPS
The Gang Reduction Initiative of Denver (GRID)	6-8 9-12	GRID supports a network of partner agencies who provide case management intervention strategies to high-risk gang members and their families to reduce gang-involvement. Coordinated and comprehensive case management services are consistent with evidence-based practices in the criminal justice field and include individual and family mentoring and advocacy, access to job training and educational opportunities, and access to mental health services. GRID also facilitates the Gang Resistance Education And Training (GREAT) Program, an evidence-based, national and international gang and violence prevention program designed to build trust between law enforcement and communities. GREAT is intended to prevent delinquency, youth violence, and gang membership. GREAT built around school-based, law enforcement officer-instructed classroom curricula. It provides a continuum of components for children and their families including a 13-lesson middle school curriculum, a 6-lesson elementary curriculum, a summer component, and a family component.	Case management services are tailored to meet individual needs and can take place in and out of school settings. Following a period of engagement, case managers will connect with clients (and parents) anywhere from 3x/week to 1x/month depending on need. GREAT requires 1 class period (approx. 1 hour) per week for 6 weeks for elementary settings and 12-13 weeks for middle schools. This schedule is flexible depending on the needs of the school.	GRID also offers the following training for school staff: a. Introduction to Denver Gangs (Beginner) b. Denver Gang Structures and Dynamics (Advanced) c. Denver Hybrid Gangs d. Strategies for Effective Gang Interventions e. School-based Gang Interventions f. Girls and Gangs g. Trauma and Gangs h. Misc. and customized training with gang components	Free Schools should account for extra duty pay necessary for staff to attend introductory training and to carry out work.	Paul Callanan grid@denvergov.org	GREAT: Barnum, CMS, Henry, Kunsmiller MS
University of Colorado's Center on Domestic Violence	6-8	Interpersonal Violence; Prevention, Intervention, Response Program. All staff training, identification and support for school team, and prevention classes for students.	Initial 4 hour staff training Monthly meetings with identified team 6-8 week, weekly prevention classes		Free Schools should account for extra duty pay necessary for staff to attend introductory training and to carry out work.	Monica Bies monica.bies@ucdenver.edu	North HS

The following partner organizations can be considered as "on the menu". The organizations did not provide details to be included in this menu. Schools should contact organizations for additional program detail. Art From Ashes, Be Friend, Make a Friend, Big Brother Big Sister, City Wild, CO Uplift, Connect Us, Playworks, Peace Jam, Project VOYCE, Renaissance Adventures, Save Our Youth, and Smart Girl.

For additional partner organizations beyond those listed in the menu, please visit the [Community Partnership System](#) (login required). For login assistance please contact Carol Schneider, Community Partnership Program Manager at carol_schneider@dspk12.org.

Social-emotional Learning Curriculum Training

- A school leader might consider training school teams on a non-centrally supported curriculum when:
 - the curriculum meets a unique need of the school population that is not met by a centrally supported curriculum

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
Denver Children's Advocacy Center	ECE K-5	DCAC provides sexual abuse prevention for grades ECE-5th. The program works to increase the safety and well-being of children by: <ul style="list-style-type: none"> •Teaching educators about child abuse prevention and how to help families access resources •Providing child development education for parents together with access to critical resources to strengthen families •Teaching young children basic self-protective and healthy living skills. 	The program consists of 6 lessons (15-20 minutes each)		Free Schools should account for extra duty pay necessary for staff to attend training.	Cathy Hay cathy@denvercac.org	Cheltenham, Dora Moore, Ellis, Fairview, Newlon, Samuels, Smith, Whittier
Empowering Education	K-5 6-8	Empowering Minds is a school-wide, Mindfulness-Based Social-Emotional Learning Curriculum based on the principles and best practices of The Collaborative for Academic & Social-Emotional Learning (www.casel.org). The curriculum blends the best of mindfulness, cognitive behavioral theory, and neuroscience in lessons that are experiential, fun, focused, and teacher friendly.	Each lesson features a Core Content lesson that can be taught in 30 - 40 minutes once per week, an optional Academic Extension lesson that deepens and reinforces key themes through standards aligned literature and writing tasks, and a Video Walkthrough that allows teachers to see the lessons in action and train at their own pace.	Effective SEL is about much more than any curriculum, so we work together to create school-wide culture shifts and practices to support the healthy emotional development of students and staff. Our cost includes an initial 2 hours of staff-wide PD centered on generating buy-in, experiential practices with mindfulness and SEL, active student engagement strategies, and developing a clear understanding of the "what, why, and how" of SEL/Mindfulness. Additional PD is provided at the discretion of the school.	Our cost is based on school-wide implementation and provides online access for all staff members. The full K-8 curriculum (including 2 hours of PD, Core Content Lessons, Academic Extensions, and Video Tutorials) costs \$4,500. Curriculum can also be purchased by grade level: K-2, 3-5, and 6-8 for \$2,000 each. Additional consulting and training is provided at cost of \$125/hr. Schools should account for extra duty pay necessary for staff to attend training.	Cody Wiggs cwiggs@empoweringeducation.org	Ashley, Cheltenham, Denver Green School, Grant Beacon, Kepner Beacon
Teen Leadership	6-8 9-12	When students discover their self worth and approach life prepared to achieve, the opportunities are endless. This is the philosophy behind the <i>Teen Leadership</i> course. The course teaches students to take personal responsibility, make good decisions when problems arise, and express themselves professionally. <i>Teen Leadership</i> is an immersive, participatory experience that builds personal responsibility and leadership skills through role plays, group activities, and projects. Curriculum topics include: leadership skills, principle-based decision-making, personal responsibility, attitude, social skills, consequences of choices, resisting peer pressure, healthy relationships, conflict resolution and peer mediation, preparation for school-to-work transitions, public speaking, and goal-setting.	Semester or full-year format	Each Course Leader will need to complete Capturing Kids Hearts (see Social Emotional Climate section for more details)	\$295 per person for online certification Cost per student manuals ranging from \$6.75-\$8.75 per student	Rose Jones rose.jones@flippengroup.com 402.660.1453	n/a

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
The Conflict Center		Restorative practices, training teachers to incorporate SEL into their classrooms	3-workshop series	The Conflict Center also offers ongoing coaching and support for teachers and schools working to implement restorative practices (for an additional fee)	\$120 per person per workshop (so restorative practices series is \$360) Schools should account for extra duty pay necessary for staff to attend training.	Ron Ludwig ron.ludwig@conflictcenter.org	
University of Colorado @ Boulder's Safe Communities Safe Schools project	6-8	Schools have the option to choose an evidence-based program that includes social-emotional components (skill building) based on prioritized areas of need from their student and staff school climate surveys. The student school climate survey includes a measure of social-emotional learning skills so that schools can gauge their SEL needs. Based on their climate survey data and priorities, schools will implement an evidence-based program (project staff will monitor fidelity and evaluate effectiveness). Implementation time will vary per program chosen. Examples of programs include LifeSkills Training and Positive Action.	Program implementation times varies by selected program. 1.5 hour/month to build school team engagement. 1.25 hours/year for school climate data collection. 1 hour/month to work with school mental health teams to build effective systems of mental health supports for students.	School staff will receive certified training for the evidence-based program they choose to implement - those who will facilitate the program. In addition, specialized training is available for schools who select training in areas of need (i.e., threat assessment, mental health (recognizing and responding to common mental health problems, stigma reduction, trauma sensitive practices), Safe2Tell). Applications will be accepted on a rolling basis through February 2017 or until all schools have been selected for the project.	The project is fully funded through the National Institute of Justice through December, 2019. There are no costs to schools during the project period. Ongoing costs after the project period ends include maintaining the evidence-based programming, and we will help schools develop sustainability plans.	Jody Witt Jody.witt@colorado.edu	Unavailable do to grant confidentiality
YESS Institute	6-8 9-12	YESS: Road to Success© is an evidence-based, interdisciplinary life skills curriculum that seamlessly integrates social-emotional learning with core academic skills and content. Lessons are aligned with Colorado academic standards in English/language arts, health, math, science, social studies, technology, and visual arts. The curriculum is designed to be custom-tailored to meet the needs of learners with diverse abilities and socioeconomic backgrounds, including English language learners, struggling readers, gifted and talented, and at-risk populations. YESS: Road to Success© is divided into six units, including multiple options for interdisciplinary summative projects. Key themes include: Self-awareness and empathy; Healthy, informed choices with drugs, alcohol, relationships, and finances; Peaceful conflict resolution and nonviolent communication; Bullying, abuse, and violence toward self and others; and Goal-setting, including college and career	The YESS model is integrated into the school day and taught as a for-credit class. Students are in a YESS classroom for an average of 50 minutes per day, 5 days a week.	Additional staff training includes identifying and teaching students with trauma and special needs, and effective communication and curriculum implementation, among others. Commitment from schools is needed by March to allow time for training, shadow teaching, and learning from other YESS school sites. This intensive model promotes greater school attachment, self-esteem, leadership, and optimism about the future. However, the Road to Success curriculum is designed to be customized, depending on time, resources, and student populations	Cost varies by level of curriculum implementation, fidelity to YESS model and support, coaching required. Approximate cost is \$5,000.	Carlo Kriekels carlo@yessinstitute.org	Abraham Lincoln, Lake International, North, North Engagement, West Campus

School Climate that Fosters Positive Social-Emotional Outcomes

DPS Staff Positions

- A school leader might consider adding an FTE when:
 - there is a need for an individual dedicated to shaping the school culture and climate that cannot be met with current administration and teacher leadership
 - multiple partner organizations are working with the school around SEL and culture and additional coordination is needed

In addition to these positions, school leaders may choose to increase the FTE of the roles listed under Mental Health as these staff can serve as leaders in school climate work.

Position	Grade Served	Social-emotional Services Provided	Other Considerations	Cost per Year	For More Information Contact
Dean of Culture	ECE K-5 6-8 9-12	Cultivates an inclusive school environment where all stakeholders are supported to take risks as a learner. Creates and maintains shared norms for the school, regardless of race, ethnicity, socio-economic, gender identity, etc.		P17 Pay Grade – Variable based on work year	
Restorative Practices Coordinator	ECE K-5 6-8 9-12	Supports school leadership with implementing school wide Restorative Practices and Approaches throughout the school to support positive school culture, student discipline and enhance relationship building with students and teachers by providing student engagement supports and interventions, coaching, professional learning and more.	School wide implementation is highly effective with the support of a Restorative Practices Coordinator.	\$42,344 average	Tim Turley tim_turley@dpsk12.org 720-423-2080
CareerConnect Case Manager	6-8 9-12	<p>All services also include the following supports: Student soft skills instruction and progress monitoring, resume preparation, interview preparation, college and career advising, work-based learning transportation, data collection, and partnership development</p> <ul style="list-style-type: none"> • Case management of CareerSpark job shadowing (6-8th grade); • Case management for middle school and high school DPS CareerConnect summer camps (6-12th grade) • Case management of CareerX job shadowing (9th grade); • Case management of CareerCoach mentoring (10th grade); • Case management of CareerLaunch internships (10-12th grade); • Case management of CareerCollaborate industry consulting projects (10th-11th grade); • Student training in DPS CareerConnect Traits of a Young Professional soft skills framework 	<p>Schools that choose this option will be required to meet the criteria set out in a suitability assessment in order to demonstrate ability to execute the program to quality standards. DPS CareerConnect Team provides support in meeting these criteria. The suitability assessment includes: (1) DPS CareerConnect course pathway offered in high schools and STEMConnect elective programs offered in middle schools; (2) Development of a transportation plan; (3) Plan for attendance and scheduling accommodations; (4) Plan for covering incidental costs (supplies, food, gift cards); (5) Commitment to quantitative and qualitative targets set collaboratively with DPS CareerConnect Team; and, (6) Commitment to integrating the Traits of a Young Professional soft skill development curriculum and framework into school- and work-based learning.</p> <p>All schools must commit to meeting district quality standards for work-based learning implementation set to use of the DPS CareerConnect Quality Framework. Work-Based Learning is a powerful tool for social-emotional development, especially at the upper levels. All schools will conduct a multi-year phase-in of services. For middle schools, the first year is CareerSpark job shadowing. For high schools, the first year is CareerX job shadowing for 9th graders (or any student in any grade level participating in a Tier 1 CareerConnect course). Internships, mentoring, and additional services come in years 2-3 of phase-in, as part of Tier 2-4 CareerConnect courses.</p> <p>All case managers will be required to complete all district-wide DPS CareerConnect trainings and planning meetings for Work-Based Learning. All case managers will be evaluated jointly by school administration and DPS CareerConnect Work-Based Learning Team.</p>	Range of \$55,000 - 65,000 per year in salary and benefits on 200 day work-year	Nicole Lovato or Monica Schultz nicole_lovato@dpsk12.org monica_schultz@dpsk12.org

Position	Grade Served	Social-emotional Services Provided	Other Considerations	Cost per Year	For More Information Contact
Center for Family Opportunity Team	ECE-5 6-8 (in an ECE-8 school)	<p>The Center for Family Opportunity (CFO) is a key component of DPS' strategies to mitigate the achievement gap, address poverty and its associated academic and social problems through a Multi-Generational approach. In keeping with this evidence based model described by the Annie E. Casey Foundation – CFO connects low-income families to job training and tools to achieve financial stability. By locating a CFO in high poverty schools, DPS can simultaneously address needs of both parents and children, while empowering families with opportunities to demonstrate the importance of education firsthand.</p> <p>The CFO offers free wraparound services to students, families and community members (18 or older) in order to obtain critical life skills to increase economic self-sufficiency and student academic achievement. The CFO offers Multi-Generational services at one location, making it convenient for families to “bundle” services. Collaborative partnerships with FACE and various community agencies enable the center to deliver services in the areas of financial literacy, workforce development, annual health screenings, family counseling, tax preparation, GED and ESL classes and access to legal and immigration services.</p> <p>Includes the following roles:</p> <ul style="list-style-type: none"> • 1 FTE Licensed Social Worker • 1 FTE Clinical Psychologist • 1 FTE Regional Coordinator • 2 FTE Parent Paraprofessionals • 1 FTE Financial Coach • 1 FTE Workforce Development Coach • 2 FTE AmeriCorps Members (Attendance) • 2-4 PT Master's of Social Work (MSW) and Psychology interns • FACE collaborative team management, professional development and CFO supervision 	<p>The CFO will be available at 2-3 elementary or ECE-8 school sites in the FNE, SW or NE region, pending securing additional operating cost so schools should exercise discretion when budgeting.</p> <p>The CFO will expand and open one new site in the Fall of 2016 and one site in the Spring of 2018.</p> <p>Schools that choose this option will be required to provide space for workshops and classes, private space for 1:1 and family counseling session, and space for site-based staff.</p> <p>Additionally, schools must be willing to have community members access services at school site.</p>	<p>\$100,000</p> <p>Note: The proposed funding model for the Center for Family Opportunity (CFO) includes shared costs as follows: <i>20% Schools, 30% FACE, 25% Mile High United Way and 25% private funders, grants and philanthropic organizations.</i></p> <p>40% of funding is currently secured however the remaining 60% is pending and will be required to deliver services.</p>	<p>Lindsay McNicholas Lindsay_McNicholas@dpsk12.org 720-423-2294</p>

Community Based Organizations Staff Positions

- A school leader might consider contracting with a community based organization to build school climate when:
 - there is an identified need for a team of individuals to support the school
 - current staffing does not include capacity for deep focus on climate and culture

Organization	Grades Served	Program Description	Time Commitment	Other Considerations	Cost	For More Information Contact	Currently Serving
City Year	3-5 6-8 9-12	<i>AmeriCorps Members</i> City Year employs teams of 8 to 20 AmeriCorps members (ages 18 to 25) to serve full time in schools to partner with teachers and principals to accelerate student and school success. AmeriCorps members are integrated into the fabric of the school community and provide research-based individual student, classroom and school-wide supports to accelerate students' social-emotional and academic growth. City Year utilizes an asset-based youth development approach, which leverages students' strengths to more deeply engage them in their own learning, build their confidence and agency, and help them succeed. City Year leverages the Devereux Student Strengths Assessment to consistently monitor the effectiveness of its services in accelerating student acquisition of crucial social-emotional skills and shares reports on student progress with teachers and administrators so that practices may be adjusted to effectively meet student needs.	AmeriCorps members serve full time in schools during the school year and accumulate over 1,700 hours of service.	City Year can currently expand only to the following schools: Abraham Lincoln, Amese, Bear Valley International School, Blair, Bruce Randolph, Castro, Centennial, Ellis, Garden Place, George Washington, Grant Beacon, Greenlee, Greenwood, Harrington, High Tech High, Howell, JFK, Kepner, McMeen, Merrill, Newlon, Pitt-Waller, Place Bridge Academy, Sabin, Skinner, South, Swansea, Traylor, West A commitment from schools is required by March 31, 2017.	\$15,000 per AmeriCorps member with a minimum of 8 AmeriCorps members per school (\$120,000 total minimum cost). Each team is supported by a full time on site Impact Manager at no additional cost.	Sarah McGill sarah@coloradoyouthatrisk.org	Cheltenham, College View Compass, Goldrick, Hill, Manual, North, Trevista, Valverde

Schoolwide Practices Training and Processes

A school leader might consider implementing a DPS led schoolwide practice when:

- the school currently lacks consistent, shared social-emotional learning practices or practices need to be strengthened
- there is limited funding for contractors, but enough funding to support staff engagement in training
- there is a desire to work in a cohort model with other implementing schools
- there is a need for ongoing coaching and support in implementation

Practice	Description	Supports Provided	Training	Other Considerations	Costs	For More Information Contact	Currently Serving
Capturing Kids Hearts		<p>Implementation Calls, 2 complimentary sessions with campus principal.</p> <p>Teacher Tips, 13 lesson email course sent throughout the school year designed to encourage and assist each participant with Capturing Kids' Hearts implementation.</p> <p>Capturing Kids' Hearts Cloud™, a 12-month subscription to online solution that helps extend and reinforce Capturing Kids' Hearts processes on your campus.</p> <p>Three, 1-hour Priority Customer Calls with district and campus administrators.</p> <p>One, 2-day strategy visit</p>	<p><i>Capturing Kids' Hearts 1:</i> One, 2-consecutive-day training session for up to 50 participants per session.</p> <p><i>CKH Momentum A+:</i> One, 3-consecutive-day training session for up to 30 participants (2-consecutive days of training followed by a one day strategy visit).</p> <p><i>Campus TrAction Pac:</i> One, 2-consecutive-day strategy visit involving group and one-on-one sessions</p>	Training costs can be shared by multiple schools	<p><i>Capturing Kids' Hearts 1:</i> \$22,500 (can be shared by multiple schools) + travel</p> <p><i>Capturing Kids' Hearts Momentum A+:</i> \$16,800 (can be shared by multiple schools) + travel</p> <p><i>Campus TrAction Pac:</i> \$5,500 + travel</p> <p><i>Total:</i> \$44,800 + travel</p> <p>Schools should account for extra duty pay or substitutes necessary for staff to attend training</p>	Rose Jones rose.jones@flippengroup.com 402.660.1453	Oakland Green Valley Ranch
No Nonsense Nurturer – Real Time Teacher Coaching (RTTC) for Management	<p>CT3 developed the No-Nonsense Nurturer Program for Classroom Culture and Real Time Teacher Coaching (RTTC) to provide teachers and coaches with tools that rapidly and significantly transform classroom cultures.</p> <p>No-Nonsense Nurturer and RTTC empowers teachers to build life-altering relationships with youth, manage positive learning environments and set 100% of their students up for long-term success.</p> <p>RTTC is a cutting-edge coaching model where teachers receive immediate, non-disruptive feedback and tips from coaches via headsets during actual instruction. This feedback supports a teacher's effective implementation of the No-Nonsense Nurturer Program, supporting high levels of learning and student engagement.</p>	<p>Real Time Teacher Coaching Training Occurs in 4 stages: Stage 1: Orientation to RTTC Stage 2: Introduction to RTTC: 4 days In-Person, Gradual Release Stage3: RTTC Training: 4 days In Person, Gradual Release Stage 4: Enhancement: Certification 2 day In Person</p>	<p>6 hour orientation training</p> <p>4 days gradual release each in stages 2 and 3</p> <p>2 additional coaching days and 15 hours of video support for certification</p>	<p>A Real Time Teacher Coach should spend at least half of their time coaching teachers</p> <p>The NNN in -person workshop or online course is a prerequisite for RTTCs and teachers being coached.</p> <p>All costs are for 2 RTTCs and can be split among 2 schools</p>	<p>\$33,820 for RTTC without certificate for 2 RTTCs</p> <p>\$51,100 for RTTC with certificate for 2 RTTCs</p> <p>Schools should account for any needed extra duty pay or substitutes for training</p>	Sharon Jones 720-423-2299 Sharon_Jones@dpsk12.org	Castro, Colfax, Columbine, Doull, Fairview, Godsman, Greenwood, Harrington, Henry, McMeen, Morey, Oakland, Rocky Mountain Prep, Schmitt, Smith, Stedman, Valverde, West

Practice	Description	Supports Provided	Training	Other Considerations	Costs	For More Information Contact	Currently Serving
No Nonsense Nurturer – Culture Plan Program	The No-Nonsense Nurturer Culture Plan Program enables school leaders to implement the No-Nonsense Nurturer Program throughout a school. By incorporating a culture plan, school leaders support teachers and staff in elevating their expectations for student achievement and engagement, and in delivering on those expectations. Over the course of 3 days of focused analysis, discussion, and composition, a committee generates an organic document that will utilize, analyzed and modified throughout the school year.	2 days per quarter of support for principal through real time leadership coaching	Training of at least one RTTC (see above)	For schools in need of school turnaround or school improvement and that are investing in training of at least one RTTC	\$41,400	Sharon Jones 720-423-2299 Sharon_Jones@dpsk12.org	
Personal Success Factors	Schools engage in a year-long process to develop and environment and practices that support students in development of key character strengths: curiosity, gratitude, grit, optimism, self-control, social intelligence, and zest.	Central coaching PDU offered	2 day summer institute Monthly 2 hour meeting	Schools will need to select 2 school leads (teachers, AA, AP, TL, Psych/SW)	Free Schools should account for any needed extra duty pay for teams to attend the summer institute or monthly meetings	Kim Price 720-423-3303 kim_price@dpsk12.org	Academia Ana Marie Sandoval, Bruce Randolph, Cheltenham, CLA, Cole, College View, Columbine, Compassion Road, Cory, Dennison, Denver Discovery School, Dora Moore, Eagleton, Ellis, Fairview, Force, Gilliam, Godsman, Gust, Hamilton, Henry, Holm, Kepner, McMeen, Merrill, Montclair, North, North Engagement Center, Palmer, Schmitt, Skinner, Smith, Steck, Valdez, Valverde, Westerly Creek
Restorative Approaches	Restorative Approach is a philosophy that fosters community healing and reparation. Restorative Practices focuses on addressing the harm that occurred, the people who were affected and how the harm will be repaired. Additionally, there is a focus on how to move forward in a positive way so the school community continues to build and grow. Restorative Practices has a long-standing history and can be traced back to the indigenous people of Canada and the United States. RP training provides the systemic process of how to use healing (peace) circles, mediation and conferencing to address conflict or misbehavior.	Professional Learning; Post training support, coaching and consultation	Monthly 2 day RP trainings Monthly PDs with RP Coordinators Onsite RP trainings per building request	Restorative Practices provides a framework to positively support student behavior, build positive school culture enhances relationships and reduces suspensions. School wide implementation	Free Schools should account for any needed extra duty pay or sub costs for teams to attend training	Tim Turley tim_turley@dpsk12.org 720-423-2080	

Practice	Description	Supports Provided	Training	Other Considerations	Costs	For More Information Contact	Currently Serving
The Leader In Me	The Leader in Me is Franklin Covey's whole school transformation process for grades K-12. This culture changing model was created in partnership with educators and founded on the idea that everyone can be a leader. Over 3,000 schools in 50 countries are now embracing this new paradigm and discovering answers to some of the most challenging issues educators face today like social-emotional learning, whole child education, 21st century skills, and career and college readiness. As a result, Leader in Me Schools report increases in the following: student self-confidence, teamwork, initiative, responsibility, creativity, self-direction, leadership, problem solving, and communication. The Leader in me impacts children of all ages, socioeconomic levels, learning capacities, and cultural backgrounds. Leader in Me Schools also report achievement in fewer discipline referrals and suspensions; improved teacher, student, and parent satisfaction and engagement; general student behavioral improvement; improved student-leadership skills; enhanced school culture; and increased student self-directed learning.	Community Coaching Days On-side Coaching All Curriculum including videos available online	2 Day 7 Habits Signature Training for full school team 1 Day Launching Leadership Training 1 Day Training for Lighthouse Team 1 Day Creating Culture Training (may be completed in year 2)	It is recommended that schools consider one year of pre-work before beginning the Leader in Me. Grants are available to help offset costs	Average of \$54/student Schools should account for any needed extra duty pay or substitutes for training	<i>Jolynne Alger</i> <i>Jolynne.alger@franklincovey.com</i> <i>720-717-0149</i>	Slavens, Swansea