

## **Part II: Waiver Requests and Replacement Policies**

Compassion Road Academy - Waivers

**Waiver Requests and Proposed Replacement Policies: Compassion Road**

School Proposal	BDF-R4: Collaborative School Committees	Governance
<b>Policy</b>	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> <li>- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.</li> <li>- to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school.</li> <li>- to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.</li> </ul> <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> <li>- work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;</li> <li>- focus on the SIP as its primary responsibility at the school;</li> <li>- use Multiple Measures and align resources to support the SIP and the school's program design;</li> <li>- provide guidance, evaluation and approval for the SIP;</li> <li>- provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design;</li> <li>- act as the School Improvement and Accountability Council (SIAC) for the building;</li> <li>- establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;</li> <li>- provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues;</li> <li>- participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent;</li> <li>- participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;</li> <li>- review, and when appropriate, approve discipline and safety procedures;</li> </ul>	

	<ul style="list-style-type: none"> <li>- review, and when appropriate, revise the school calendar and/or schedule;</li> <li>- make recommendations regarding any changes to the school design to the District Board of Education through the building principal.</li> </ul> <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> <li>- participate in the day-to-day operations of the school;</li> <li>- be involved in issues relating to individuals (staff, students, or parents) within the school;</li> <li>- be involved in personnel issues.</li> </ul>
<p><b>Replacement Policy</b></p>	<p>The School Collaborative Committee will be replaced with the School Accountability Committee (SAC). The SAC will comply with State Law on School Accountability Committees. The membership of the SAC will include 10-12 voting members determined through the following process.</p> <p>The SAC Committee organizer is part of the role of CRA's Coordinator of Community Partnerships. In addition, the Principal is part of this committee as is the Principal's Executive Assistant. One of two Discipline Deans will be present at the monthly meetings as will one of the two Mental Health</p>

	<p>Coordinators (LCSWs). The monthly meeting is an open meeting and therefore, any member of the school community may attend. There is a “call for volunteers” annually; which includes teachers, parents, students, community members, civic organizations and neighbors from the Golden Triangle Association. The Coordinator of Partnership Development is responsible for establishing the committee member group. If there are more than two teachers wishing to have voting rights on this committee, an election will be held.</p> <p><u>The SAC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>● Meeting at least once a month</li> <li>● Recommending 2 final candidates to DPS for the principal position (when a vacancy exists)</li> <li>● Providing advice and recommendations to the principal regarding all responsibilities of the SAC detailed in Policy BDFHR3 in addition to the following: <ul style="list-style-type: none"> <li>○ Advising on the school’s annual budget</li> <li>○ Advising on the school’s master calendar and schedule</li> <li>○ Making recommendations regarding the school’s curriculum and instruction, culture and behavior, and services for special populations</li> </ul> </li> </ul> <p><u>The collaborative school committee will not:</u></p> <ul style="list-style-type: none"> <li>● Participate in the day-to-day operations of the school;</li> <li>● be involved in issues relating to individuals (staff, students, or parents) within the school;</li> <li>● be involved in personnel issues (School Personnel Committee will stand alone in the current DPS/DCTA contract).</li> </ul>	
<p style="text-align: center;"><b>School Proposal</b></p>	<p><b>KHBA: Sponsorship Agreements</b></p>	<p>Budget</p>

**Replacement  
Policy**

School will have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

-The sponsorship must not compromise or show inconsistency with the beliefs/values of the district and school.

– The sponsorship will not alter any district owned resources unless permission is granted by the district

– The sponsorship does not create a real or perceived conflict of interest with school administrators or staff

– The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the arrangement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit Compassion Road or because it would be in conflict with existing fund regulations (such as federal grants).

***- The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits to and withdrawals from the account when such actions are taken to further the academic achievement and/or social-emotional well-being of students. The school account will be aligned with all fiscal requirements under local, state, and federal administrative requirements.***

<p><b>IC/ICA: School Year/School Calendar</b></p>	<p>Calendar &amp; Schedule</p>
<p>School Replacement Policy</p>	<p>By March 1<sup>st</sup> each year, <b>Compassion Road</b> shall determine the length of time during which <b>Compassion Road</b> shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher- student contact shall meet or exceed the requirements of state law and <b>the DPS Board-approved district calendar</b>.  <b>The Compassion Road calendar</b> shall include the dates for all staff in-service programs scheduled for the coming school year <b>that are not identified on the DPS Board-approved district calendar</b>. A copy of the calendar shall be provided to all parents/guardians of students enrolled in <b>Compassion Road</b>. <b>The calendar will also be published on the school's web page</b>. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice <b>to students and parents</b> of no less than 30 days.</p>

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School Proposal	IE: Organization of Instruction	Education Program
<b>Replacement Policy:</b>	<p>The next three years of the innovation plan, 2016-2019, will include the incorporation of AVID. AVID is an integral piece of Compassion Road’s commitment to educational rigor. By adopting the district curriculum, Compassion Road employs competency based assessments that serve our diverse population with the accelerated quarter system in mind. Compassion Road’s classroom instructional model includes individual learning plans, essential learning goals, standards driven instruction, and/or Understanding by Design big ideas. In addition, Compassion Road provides students with flexible credit opportunities with an emphasis on health and financial literacy. The Principal will partner with the Instructional Superintendent and the Department of Teaching and Learning to determine when flexible credit and credit recovery opportunities can be infused into a variety of instructional experiences. Students will meet all core requirements for math, English, science, social studies and academic electives. Within the other electives, students may participate in 20 hours of electives relating to Internships, Work Credit and Community Service Learning. Students may further participate in 30 hours of other electives like Anger Management, Drug &amp; Alcohol classes, Health Literacy, Financial Literacy and other concurrent credit options.</p>	
School Proposal	IGA: Curriculum Development	Educational Program

<p><b>Replacement Policy:</b></p>	<p>DPS curriculum is being followed for core credit, but our competency-based approach will ensure our students’ academic needs are being addressed in context and the feedback focused on essential learning goals provides the individual roadmap to credit completion and therefore high school graduation. The competency-based approach as outlined in the replacement language for district policy IEA offers students a variety of opportunities to demonstrate proficiency with the essential learning goals identified within a given course, connected to both the common core standards and the state academic standards. CRA will be applying the hard work of the district on the essential learning goals to refine and focus our efforts to support credit recovery in context and also to provide targeted intervention when necessary to ensure all students attain the same goals. However, CRA is committed to providing the same rigor, quality, and comprehensive summary of the core curriculum of the district, because our students are part of DPS. At CRA we require teachers to develop assessment plans that support a robust body of evidence in order to ascertain competency with the content and earn credit. We have also opted out of the District interims as the interims are based on a traditional semester system.</p>	
<p><b>School Proposal</b></p>	<p><b>IGD: Curriculum Adoption</b></p>	<p>Educational Program</p>
<p><b>Replacement Policy:</b></p>	<p>Our competency based approach meets the diverse academic needs of our student population. The competency-based approach as outlined in the replacement language for district policy IEA grants students varied opportunities to demonstrate proficiency. With the identified essential learning goals within a given course state standards and state academic standards are addressed. Compassion Road refines and focuses efforts to support credit recovery and provided targeted intervention ensuring the success of goal attainment for all students. Moreover, Compassion Road commits to the same academic rigor and quality of the core curriculum of the District but our competency-based approach will ensure our students’ academic needs are being addressed in context and the feedback focused on essential learning goals provides the individual roadmap to credit completion and therefore high school graduation.</p>	
<p><b>School Proposal</b></p>	<p><b>IKB: Homework</b></p>	<p>Educational Program</p>

<b>Replacement Policy</b>	Will not set minimum or maximum expectations. With extended day, allow for homework to be completed at home.
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School Proposal	IKE - Promotion, Retention, and Acceleration of Students	Educational Program
<b>Replacement Policy</b>	DPS curriculum is being followed for core credit, but our competency-based approach will ensure our students' academic needs are being addressed in context and the feedback focused on essential learning goals provides the individual roadmap to credit completion and therefore high school graduation. However, CRA is committed to providing the same rigor, quality, and comprehensive summary of the core curriculum of the district; as our students are part of Denver Public Schools. Furthermore, students are able to accrue credit through flexible pathways including: Enrichment course offerings; independent studies; APEX online courses; Study Skills Plus classes; service learning through CRA's "Compassion Project," internships, work-study options, etc...	
School Proposal	IKF: Graduation	Graduation and Promotion
<b>Replacement Policy</b>	DPS curriculum is being followed for core credit as outlined in the replacement language for District policy IE, but our competency-based approach will ensure our students' academic needs are being addressed in context and the feedback focused on essential learning goals provides the individual roadmap to credit completion and therefore high school graduation. This means a student will need to demonstrate competency based upon a body of evidence that maps to the essential learning goals, standards, or big ideas and includes summative, formative, and DPS interim assessment data. CRA is committed to providing the same rigor, quality, and comprehensive summary of the core curriculum of the district, because our students are part of DPS. Furthermore, students are able to accrue credit through flexible pathways including: Enrichment course offerings; independent studies; APEX online courses; Study Skills Plus classes; service learning through CRA's "Compassion Project," internships, work-study options, etc...	

School Proposal	Article 5-4: School Leadership Teams	Leadership
Replacement Policy	<p><i>The SLT will be made up of CRAs Administrators; Coordinators (protechs); Guidance Counselor and 3 teachers representing a cross section of the school staff. If there are more than 3 teachers who want to be a part of this team, the Principal in collaboration with the school's administrators and coordinators will make the decision who will serve. The other teachers will be considered alternates.</i></p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The SLT will meet regularly. Their responsibilities shall include:</p>	

- a. Review data and collaborate in the development of the School Improvement Plans;
- b. Review and collaborate on the design of and schedule for the professional development plan within the 40 hour work week. The SLT shall take into consideration other professional development and teacher obligations in scheduling this time;
- c. Review and collaborate on the implementation of the District’s instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week;
- d. Collaborate to identify strategies for increasing enrollment at the school;
- e. Collaborate to develop communication strategies for regularly reporting student progress to parents;
- f. Collaborate to implement best instructional practices;
- g. Perform additional duties as outlined in Article 8.

The SLT, as part of regular practice, will involve students and parents to collaborate on the issues discussed and to present to the student council decisions that are made related to the responsibilities specified above.

<b>School Proposal</b>	<b>Article 7 Grievance Procedures</b>	
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**Replacement  
Policy**

**Policy Statement:** In the interest of equitable and efficient operation of the System, all employees shall be afforded a mechanism by which grievances can be resolved at the earliest opportunity. ***Additionally, all grievances should be resolved at the most local level that is possible and escalation steps shall not be taken until an employee has allowed for the grievance process to be resolved at the most local level.***

**Scope:** This policy applies to ***all Compassion Road*** employees. Employees who are within a bargaining unit shall have the right to grieve as specified by their respective agreement ***except for employees covered by the DCTA agreement in which case the grievance process outlined in this policy will apply.*** All employees have the right to grieve violations of any of the District's nondiscrimination policies. Disability complaints shall be filed in accordance with the respective grievance procedures. Matters over which the District is without authority to act and therefore NOT grievable are: Evaluations; Dismissals, nonrenewals, reductions-in-force, suspensions, disciplinary actions; Reassignments.

7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.

7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.

7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook or School Innovation Plan.

**Grievance procedures shall be in accord with the following guidelines:**

Level 1

The employee attempts to resolve the complaint as close to the source as

NOTE: Any aggrieved employee has the right to be accompanied by another school staff during any meetings with their supervisors.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Three unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

7.3.1: Level One

If an employee's supervisor is not the principal, the employee notifies his/her supervisor (in writing or otherwise) as to the substance of the grievance and states the remedy sought. Discussion should be held between the employee and any other relevant party. This level will usually be informal, but either party may request written statements and agreements. If the employee's supervisor is the Principal, this immediately moves to Level 2.

7.3.2: Level Two

If the employee is unsatisfied with the results at Level 1 the employee may submit a written grievance to the principal of the school. There shall be review of the written grievance by the principal. The principal shall issue a written decision and provide a copy to the employee and his/her supervisor(when applicable).

7.3.3: Level Three

If the employee is unsatisfied with the results at Level **2**, the employee may submit a written grievance to the Human Resources Director and send a copy to **the school principal**. There shall be review of the written grievance by the Executive Director of the Department and/or their designee. The Executive Director and/or his/her designee shall issue a written decision and provide copy to the employee and his/her supervisor.

\* If an employee ever believes the issue of grievance is perceived to be or is an issue of safety for them or for others, then the employee is encouraged to engage the level of administration or supervisory personnel appropriate to respond to the issue at hand.

School Proposal	Article 8-1 Contract Year, and 8-2 – Forty (40) Hour Work Week, 8-5 – Teaching Loads	Personnel
Replacement Policy	<p>The Compassion Road Academy will be operating an extended day program. Depending upon student need for credit bearing classes, teachers may be required to work days that exceed the traditional 8 hour workday.</p> <p>Teachers will be compensated through compensatory time off /extra duty pay. This will be communicated in advance through CRAs alternative school calendar/schedule.</p> <p>The Compassion Road Academy will start a week later in the fall and end a week later in June than other traditional high schools in the District.</p>	

1. **Lunch Periods.** Teachers at Compassion Road will need to supervise a daily advisement that occurs opposite one of the scheduled student lunches. The period of the advisement and of the lunchtime is 25 minutes (not including the student passing periods). Teachers will have a 25-minute lunch period after or before their advisement duties UNLESS the teacher is assigned supervisory duty during this lunchtime. This duty will be limited to no more than twice per week.

2. **Operations and professional time** will include but not be limited to faculty meetings or school-related committee meetings, interdisciplinary teams, vertical teaming, department meetings, planning with a facilitator / instructional specialist, staff development or data analysis. ***The Compassion Road Academy will not be encumbered by maximum time limits on meetings/professional development. In order to move our students forward, we will need to look at student achievement data weekly and participate in ongoing differentiated and whole group professional development opportunities and collaborative conversations concerning student achievement and instructional practice. Teachers will be required to attend Data Team meetings 1-2 times per week generally during the 55 minute student Enrichment time. When not in meetings, this time may be used for planning/lunch.***

**8-5 Teaching Loads.** The range of teaching loads, number of preparations and number of pupil contacts required should provide for effective instruction and meaningful teacher-student interaction.

8-5-1 Secondary Teaching Load. Unless altered by the SLT process, ~~the normal teaching load for secondary school teachers shall be five (5) teaching periods per day, or the equivalent thereof if block scheduling is used. A teacher may request to teach a sixth period.~~ ***The normal teaching load for secondary teachers at CRA will consist of 1200 instructional minutes week.***

**Replacement  
Policy**

The school will implement the District's evaluation system (LEAP) as described in this Innovation Plan

**Orientation:** Teachers will receive a thorough overview of the LEAP Evaluation process, which includes the rubric, the criteria and the standards by which they will be evaluated. If the teacher is hired after the District's evaluation orientation has taken place, Compassion Road provides them with an adequate and similar introduction to the evaluation process. The introduction focuses on the comprehensive performance ratings given to teachers in alignment with updated LEAP Framework and methodology.

Teachers are informed in advance about the purpose and nature of the evaluation process, the elements of the evaluation, the procedure for conducting the evaluation and the responsibilities of the individuals involved. An individual or group meeting may be used to explain the evaluation process. A teacher who is not assigned to a home school will attend a departmental meeting devoted to explaining the evaluation process. This meeting will be held within the first 60 days of the teachers' school year.

Comprehensive performance ratings will be given to teachers consistent with the LEAP framework. As the LEAP framework is adjusted and improved each year, Compassion Road will continue to calculate ratings based upon the framework methodology.

The Compassion Road Academy has the authority to adopt its own remediation plan to support non-probationary teachers who may be struggling with job performance and the implementation of the Innovation Plan. Unless changed by the SLT, the following will constitute the remediation plan for teachers at the Compassion Road Academy:

Comprehensive performance ratings will be given to teachers consistent with the LEAP framework. If a teacher receives an unsatisfactory rating in accordance with the LEAP framework, the teacher will be put on a remediation plan:

The teacher will have a minimum of 30 days to improve performance.

The teacher will establish a “plan for improvement” with Principal or his/her designee.

The plan will identify specific outcomes and goals for improvement.

The plan will include a collaboratively developed professional development plan to support the teacher to grow in his/her practice and in accordance with the school’s innovation plan.

The teacher will be observed multiple times during this 30 day period, no less than two walk-throughs; two partial observations and one formal observation will occur during this 30 day period. ALL of the observations will be unscheduled. At the end of the remediation plan, the evaluator will review the data and determine whether the teacher met the goals and objectives of the plan.

If the teacher did not meet the goals and objectives of the plan, the teacher will be informed that he/she is being recommended for dismissal for cause.

If the teacher met the goals and objectives of the plan, it still may be determined that the teacher is not an appropriate fit for the Compassion Road Academy.

<b>School Proposal</b>	<b>Article 13-8</b>	Personnel Committee
<b>Replacement Policy</b>	<p>The Compassion Road Academy will have a “dynamic” versus “static” personnel committee(s) – with the following adaptations and protocol: In year one of CRA and beyond, each new teacher hire will be as follows:</p> <p>A committee will be formed through Principal request of teacher volunteers (note: If the interview process goes beyond a regular school day, participating teachers will be accommodated with an appropriate hourly wage for their time.)</p> <ul style="list-style-type: none"> <li>● The Principal/his or her designee and at least one teacher representative will review the available resumes/applications in order to create an interview list.</li> <li>● Each interview committee will consist minimally of one administrator,</li> </ul>	

	<p>two teachers and one student. Whenever possible at least one teacher already working in the designated content area shall participate on the committee.</p> <ul style="list-style-type: none"> <li>● The interview committee will select 2 or 3 candidates to move onto the second phase of the interview, “guest-teaching.” Each of the top candidates will provide a 20-minute lesson to a group of students. The students will complete a written evaluation form and participate in a post lesson discussion with the Principal/designee and teacher representative(s) if possible.</li> <li>● After careful consideration of teacher and student feedback, the Principal will make the final hiring decision. The Principal may request a third interview if necessary in order to make the best decision possible.</li> </ul>	
<b>School Proposal</b>	<b>Article 14 – Summer school and evening school</b>	Summer and Evening Programs

<b>Replacement Policy</b>	<p>14-1 <u>Summer School and Evening School.</u> Summer school will be provided through District resources. Depending on funding availability, CRA will provide summer school opportunities on a first come first serve basis. However, CRA students will be given preference for enrollment.</p> <p>14-1-1 <u>Staffing:</u> The current staff will be working their contracted days as required under the contract, which may or may not include days into the summer. In addition, teachers will not exceed the amount of instructional hours required by the contract, but they may be assigned to serve students in the day schedule or the afternoon/evening schedule. If teachers exceed their number of contract days (because of extenuating circumstances) they will receive extra duty pay or have the option to accrue “trade time” to be used later in that calendar year.</p> <p>14-1-1-1 <u>Extended Day:</u> CRA will provide an extended day program for students in need of accruing additional credits as well as continuing social emotional supports.</p> <p>14-1-2 <u>Compensation.</u> Teachers will receive extra duty pay at the established rate for hours/days that exceed their contract. Additionally, teachers will have the option to accrue “trade time” to be used later in that calendar year. However, teachers who are working in the evening may be on a staggered schedule in which case their workday will be the same; so in case such as this, there would be no additional compensation.</p>
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<b>School Proposal</b>	<b>Article 20</b>	<b>Reduction in Force (RIF)</b>
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<p><b>Replacement Policy</b></p>	<p>The Compassion Road Academy will adhere to the guidelines under Article 20 with the following exceptions:</p> <p>20-1 In addition to the definition of Reduction in Force provided in Article 20-1, the Principal in collaboration with CRA’s Leadership Team will have the authority to make any and all programming changes on behalf of CRA’s students and their families that may or may not affect the employment of staff.</p> <p>20-1-4 Upon final decision that a reduction of force will occur, the District’s Human Resource Representative for CRA will be notified and the District shall provide the Association with data relative to the status of each bargaining unit employee whose job will be reduced. Such data shall include the name, certification and endorsement, and hiring date.</p> <p>20-1-6 Upon the written request of the teacher identified for job reduction, the administration shall investigate all possible assignments for which the teacher is eligible. <b>However, the Principal is under NO obligation to place the affected teacher into another position at CRA.</b></p> <p>20-2 When hiring the Principal will consider candidates who have been displaced as a result of a RIF/RIB elsewhere in the District. However, the Principal is under NO obligation to hire said teacher and the Principal has the authority to hire other district teachers and/or outside candidates for any vacancy at the Compassion Road Academy regardless of whether there are teachers in the District whose contracts have been cancelled due to RIFs/RIBs, etc.</p>	
<p><b>Policy</b></p>	<p><b>Article 25 – Job Sharing and Half Time</b></p>	<p><b>Job Sharing and Half-Time</b></p>
<p><b>Replacement Policy</b></p>	<p>The Compassion Road Academy will adhere to Article 25 with the following exceptions:</p> <p>25-1 Any teacher may request to Job share or to convert from a full time employee to a half-time employee. CRAs Leadership Team in collaboration with the school’s SAC will grant permission for such a change based on the feasibility of the request and the needs of students.</p> <p>25-1-1 Application for a job sharing or half time position must be made in writing to the Principal if this change is going to affect the programming of CRA.</p> <p>25-2 There will be NO “direct placements” of teachers at the Compassion Road Academy.</p>	

<b>School Proposal</b>	<b>Article 32 – Extra Duty Compensation</b>	<b>Extra Duty Compensation</b>
<b>Replacement Policy</b>	<p>The Compassion Road Academy will adhere to Article 32 with regards to “extra duty pay.” CRA has an extended day program. Consequently, any “extra duty pay” as a result of working longer days/working on regularly scheduled days off, will be the result of a written and signed agreement between the Principal/designee and the teacher/staff member. Furthermore, a timesheet will need to be completed and signed by the staff member in question. Additionally, teachers/staff members will be afforded the option of “trade time” in place of “extra duty pay” to be taken within the same calendar year. If the teacher/staff member decides to choose this option, the time will be documented in writing.</p>	

<b>School Proposal</b>	<b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b>	Human Resource Management: Staff Hiring, Compensation
<b>Replacement Policy</b>	<p>The principal, in consultation with the SAC, will select teaching staff directly and rates of pay will be based on the district schedule.</p>	
<b>School Proposal</b>	<b>Section 22-32-109(1)(n)(I): Schedule and Calendar</b>	Calendar and Schedule
<b>Replacement Policy</b>	<p>The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Compassion Road have fewer than the minimum hours set by the district and state for public instruction.</p>	
<b>School Proposal</b>	<b>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</b>	Calendar and Schedule

<p><b>Replacement Policy</b></p>	<p>The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Compassion Road have fewer than the minimum hours set by the district and state for public instruction.</p>	
<p><b>School Proposal</b></p>	<p><b>Section 22-32-109 (1)(n)(II)(B): School Calendar</b></p>	<p>Calendar and Schedule</p>
<p><b>Replacement Policy</b></p>	<p>The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Compassion Road have fewer than the minimum hours set by the district and state for public instruction.</p> <p>The school calendar will replace the school’s need to follow the district calendar.</p>	
<p><b>School Proposal</b></p>	<p><b>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</b></p>	<p>Human Resource Management: Professional Development</p>
<p><b>Replacement Policy</b></p>	<p>District will establish a supervisory role with the school principal and as part of this role, will jointly develop a professional development plan that will be followed by the school principal. This relationship, through the waiver, will be such that a personalized PD plan that can be developed to allow for greater autonomy of the school leader.</p>	
<p><b>School Proposal</b></p>	<p><b>22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel</b></p>	<p>Human Resource Management: Professional Development</p>

Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in <a href="#">section 22-32.5-103 (2)</a>, may delegate the power specified in this paragraph (h) to an innovation school, as defined in <a href="#">section 22-32.5-103 (3)</a>, or to a school in an innovation school zone, as defined in <a href="#">section 22-32.5-103 (4)</a>.</p>
Replacement Policy	<p>In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All processes for dismissal must meet the minimum standards established in District Policy GDQD and GDQD-R</p>

School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with <a href="#">section 22-32-110 (2)</a> procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	

School's  
Replacement  
Policy

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

- Principal candidates are provided to the CSC and superintendent or his/her designee from the district's principal hiring pool using the LEAD in Denver evaluation process.
- The district superintendent or his/her designee will manage the principal selection process and collaborate with the CSC in recommending at least three final candidates to the superintendent for hiring.
- The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the proposed candidates meets his/her approval.
- In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee.

Interviews and selection follow the DPS Human Resource hiring procedures.

**Replacement  
Policy**

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. **There will be no direct placements/assignments at the Compassion Road Academy.**

(II) (A) Any active nonprobationary teacher who, during the prior school year, was deemed satisfactory, or was deemed effective in a district that has implemented a multi-tiered evaluation system and has identified ratings equivalent to effective, and has not secured a position through school-based hiring shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for available positions for which he or she is qualified in a school district ***except that the teacher will not be guaranteed a first opportunity to interview for positions at Compassion Road School.***

(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district ***except that the teacher will not be guaranteed a first opportunity to interview for positions at Compassion Road School.***

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. ***Such assignment will not be made at Compassion Road School without the approval of the school principal in consultation with the school's CSC.***

<p><b>School Proposal</b></p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22- 63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract</b></p>	<p>Human Resource Management: Dismissals</p>
<p><b>Replacement Policy</b></p>	<p>Compassion Road will replace probationary and non-probationary status of teachers while at Compassion Road consistent with replacement policies for 22- 63-301 and 22-63-302.</p>	
<p><b>School Proposal</b></p>	<ul style="list-style-type: none"> <li>● <b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation</b></li> </ul>	<ul style="list-style-type: none"> <li>● Human Resource Management: Direct Placement of Teachers</li> </ul>
<p><b>Replacement Policy</b></p>	<p>Compassion Road will have the authority to decide whether to accept transfers of any staff from the district on a case-by-case basis. In such situations where transfers occur, the school principal has the authority to determine the appropriate years of experience on the salary schedule.</p> <p>Additionally, a teacher may be transferred upon the recommendation of the school principal from one school, position, or grade level to another if such transfer is mutually agreed upon and does not result in the assignment to a position of employment for which he or she is not qualified. If so assigned, the teacher will also receive a salary corresponding to the position</p>	
<p><b>School Proposal</b></p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22- 63- 301: Grounds for Dismissal</b></p>	<p>Human Resource Management: Dismissals</p>

**Replacement  
Policy**

As it relates to non-probationary consideration, these teachers will retain any accrued years of effective teaching service accumulated prior to joining SCHOOL should they choose to apply for other district teaching positions, however, these effective teacher years accumulated while at SCHOOL will not count towards obtaining non-probationary status with the district (per district policy).

Formal teaching evaluations using DPS systems will be tracked and monitored by the school and will be a portable part of a teacher's file.

Specifically:

All teachers are hired on annual contracts. Annual contracts shall be maintained as long as the teacher continues to receive effective or distinguished ratings.

Teachers on annual contracts may be dismissed mid-year for cause. Mid-year termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.

All contracts will be in writing. The school will provide contract language to the district HR office for feedback before any initial employment contracts are signed.

Mutual terminations will be negotiated between the teacher and the school principal. If a teacher on an annual contract intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.

The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment.

The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district

<b>School Proposal</b>	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22- 63- 302: Procedures for Dismissal of Teachers and Judicial Review</b>	Human Resource Management: Dismissals
<b>Replacement Policy</b>	If it is necessary to terminate a teacher's employment during the school year, the teacher shall be entitled to the dismissal procedures outlined in policy GDQD and regulation GDQD-R.  i.	

<b>School Proposal</b>	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22- 63- 401: Teachers Subject to Adopted Salary Schedule</b>	Human Resource Management: Compensation
<b>Replacement Policy</b>	The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for activities that may include, but not necessarily be limited to coaching, tutoring, external professional development or for performance incentive pay.	