

DCIS Montbello Waiver Requests

DPS Board		
Policies Waived	Areas of Impact	Replacement Policies and/or Practices
BDF R-4: Collaborative School Committees	School Governance	<p>The School has been granted waivers from policy BDFH. As described in the Innovation Plan, the School's Collaborative School Committee will be replaced by a School Advisory Board and a School Leadership Team to support the implementation of the Innovation Plan. Our School Leadership Team (SLT) is comprised of teachers and administrators who meet weekly to make school-based decisions related to curriculum, instruction, and professional development, including the creation and monitoring of the Unified Improvement Plan (UIP). Our School Advisory Board (SAB) is comprised of parents, community members, teachers, administrators, and staff members. This SAB serves as advisors to school administration as it relates to the innovation plan, implementation of our vision and mission, budgeting, staffing, and our UIP.</p>
KHBA: Revenue from Non Tax Sources	Budget	<p>The School has been granted waivers from policy KHBA. The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. 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 agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit DCISM or because it would be in conflict with existing fund regulations (such as federal grants).
GBEBA: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)	Human Resource Management: Dress Code	<p>The professional appearance of school staff members includes dress, accessories, body adornments, and grooming. Appropriate professional appearance reinforces a shared- vision of the school. Therefore, all staff must exercise appropriate judgment in their choice of professional appearance for work or work-related activities by always appearing in a manner:</p> <ul style="list-style-type: none"> • that is appropriate to the situation • that promotes ideals of respecting others, respecting self and respecting the environment • that demonstrates a readiness to work in all of the school's environments

		<ul style="list-style-type: none"> • that promotes a working and learning environment that is free from unnecessary disruption, and • that is conducive to high student and staff performance. <p>During the work day and any time employees attend work-related activities, employees shall appear in appropriate dress. Items that are not acceptable in the workplace shall be identified in an annual school dress code by the school principal. The principal is delegated the authority and bears the responsibility for ensuring compliance with the school dress policy and is expected to counsel employees upon initial infractions and implement further disciplinary procedures when violations continue to persist.</p>
IKE: Promotion, Retention and Acceleration of Students	Graduation and Promotion	<p>The School has been granted waivers from policy IKE. The School has the authority to adopt a policy for promoting, retaining, and accelerating students through the education program that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. Promotion is based on Common Core Standards, Colorado Academic Standards, as well as GPS mastery required for the international endorsement. Our promotion standards align with Colorado State Law and DPS policy and practice. In order to matriculate into 9th grade students must meet minimum proficiency in literacy and math based on a body of evidence including grades, standardized test scores, and quarterly assessments. Students not demonstrating minimum proficiency each year in middle school will receive targeted interventions in Math and Literacy in order to build the necessary skills in literacy and math. This will include English Language Learners who have been in school in the United States for at least 3 years. This will also include Special Education Students on a case-by-case basis with parent support and Special Education Department guidance</p>
IKE-R: Promotions, Retention and Acceleration of Students Elementary or Middle School Procedures	Graduation and Promotion	<p>The School has been granted a waiver from policy IKE-R. The School has the authority to adopt a policy for promoting, retaining, and accelerating students that aligns with the Innovation Plan. The policy will meet or exceed the minimum standards of the District and state. Promotion is based on Common Core Standards, Colorado Academic Standards, as well as GPS mastery required for the international endorsement. Our promotion standards align with Colorado State Law and DPS policy and practice. In order to matriculate into 9th grade students must meet minimum proficiency in literacy and math based on a body of evidence including grades, standardized test scores, and quarterly assessments. Students not demonstrating minimum proficiency each year in middle school will receive targeted interventions in Math and Literacy in order to build the necessary skills in literacy and math. This will include English Language Learners who have been in school in the United States for at least 3 years. This will also include Special Education Students on a</p>

		case-by-case basis with parent support and Special Education Department guidance.
IKF: Graduation Requirements	Graduation and Promotion	The School has been granted a waiver from policy IKF. The School will use the District criteria for graduation and conferring diplomas but will also offer an International Diploma as described in the Innovation Plan.
DCTA		
Agreement Articles Waived	Area of Impact	Replacement Policy or Practice
Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	Calendar & Schedule Human Resource Management: Staff Assignments Human Resource Management: Teaching Load Human Resource Management: Leadership Structure	The term “school year” as use in these Articles shall mean the school calendar as it is established by DCISM. This definition will include both an identification of days and a typical daily schedule. No later than 60 days before the end of the school year, the DCISM Leadership Team in conjunction with the SAB will determine the following year’s school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no case shall the calendar or schedule violate the rights provided to teachers in the replacement policy for DCTA Article 8.
Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource Management: Leadership Structure	The School has been granted waivers from Articles 5, 13, and 29. The school has the authority to create committees that align with the Innovation Plan. As described in the Innovation Plan, the School has a School Advisory Board, and a School Leadership Team which will participate on interview teams for each new hire. DCISM SLT currently includes teachers across all grade levels and content areas and administrators. The SLT will be involved in the implementation of the innovation plan as well as the renewal and revision of this plan. Key responsibilities of the SLT include: <ul style="list-style-type: none"> - Distributing leadership opportunities beyond administration - Analyzing student achievement data - Planning and facilitating professional development

		<ul style="list-style-type: none"> - Monitoring and revising unified improvement plan and innovation plan - Monitoring the effective and efficient use of staff time - Making instructional decisions for the DCISM staff and students <p>School Advisory Board</p> <p>The SAB serves as a representative voice to provide school leadership with multiple perspectives when making decisions related specifically to the implementation of our vision, budget and staffing as well as the innovation plan. Terms for all elected and appointed candidates will be <u>one</u> (1) year. In the event that there is not a significant number of candidates, those candidates who did express an interest and have met the requirements, will automatically be appointed to the Board. If additional representation is needed, we will reach out to parents and recruit members to serve on School Advisory Board. In the event that we receive extensive interest in this committee, and in accordance with Colorado State Law, we will hold a vote as follows: Teachers will be elected by teachers. Non-teaching staff member will be elected by non-teaching staff. Students will be elected by students. Parents will be elected by parents.</p> <p><i>The membership includes:</i></p> <p>The school principal, assistant principal, at least 2 middle school parent representatives, at least 2 high school parent representatives, 1 community leader/business owner, at least 1 middle school level teacher representative, at least 1 high school level teacher representative, at least 1 non-teaching staff member, 1 middle school student representative, and 1 high school student representative.</p>
<p>Teacher Evaluation (Article 10): Describes the Evaluation Process for Teachers</p>	<p>Human Resource Management: Teacher Evaluation</p>	<p>10-1: Evaluator refers to supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other administrators will have primary evaluation responsibilities for some personnel.</p> <p>10-2: The school has only one type of evaluation which apply to all teachers as all teachers are at-will employees.</p> <p>10-3: Timeline: All teachers will be evaluated (formally observed) twice annually.</p> <p>10-3-1: The School will participate in District compensation systems.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher from amongst other members of the administration team.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p>

<p>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</p>	<p>Human Resource Management</p>	<p>All teachers at the school are at-will employees. In issuing corrective action, the School will follow the District Basic Fairness and Due Process guidelines.</p>
<p>Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>	<p>DCISM will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. DCISM will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Hiring committees comprised of teachers and administration will be constructed for each specific vacancy, with final determination to be made by the school principal. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>In the event that a reduction in staff becomes necessary, all decisions that relate to internal transfers and/or reductions will be the responsibility of the principal based on current performance, licensing, current qualifications, and the overall instructional needs of the building. If DCISM needs to conduct a reduction in-building after the school year has begun, the principal has the authority to determine which positions and which individuals will be reduced from the building. The principal can make this determination for any lawful reason, including performance and/or professionalism.</p>
<p>Summer school teaching positions (Article 14): Restricts Hiring Process and</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>	<p>DCISM will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as described in the innovation plan.</p>

Moves Decision-Making for Hiring Teachers Offsite (14-1-1-1, 14-1-1-2, 14-1-1-3)		
Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force	Human Resource Management: Staffing	DCISM will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.
Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time	Human Resource Management: Staff Assignments	Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the principal. The principal shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.
Extra Duty Comp. (Article 32.): Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation	DCISM principal in consultation with the SLT will determine extra duty compensation for extended day and year hours and additional roles and responsibilities consistent with the innovation plan. The DCISM principal in consultation with the SLT will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year, which will be determined by the end of March.
MOU dated April 8, 2011: LEAP Implementation	Human Resource Management: Teacher Evaluations	The School has the authority to implement LEAP as described in the Innovation plan as a performance tool but not as a hiring measure and scores earned at other schools are not a basis for employment at DCISM. School reserves the right to adjust the formal evaluation process as outlined in the Innovation Plan. DCISM will continue to use the content of the LEAP Framework as the primary teacher performance and feedback tool but reserves the right to customize the LEAP evaluation process as follows. The school will not use prior LEAP scores earned at other schools as a basis for employment at DCISM. DCISM recognizes the value of multiple avenues of feedback and all teachers who are in their first year at DCISM will have both building administrator as well as a peer observer LEAP observations during their first year (subject to district peer observer availability.) Teachers who are in their second or higher year at DCISM will have the opportunity to opt out of a peer observer LEAP observation if assigned one by the district. Teachers will not earn non-probationary status based on LEAP scores or any other measure.

		Ultimate decisions regarding continuation of employment at the DCISM lies solely with the principal.
State Statute		
State Statute	Area of Impact	Replacement Policy or Practice
Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel	Human Resource Management : Teacher Evaluations	<p>DCISM will implement the district licensed personnel evaluation system (LEAP) with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. DCISM will continue to use the content of the LEAP Framework as the primary teacher performance and feedback tool but reserves the right to customize the LEAP evaluation process as follows. The school will not use prior LEAP scores earned at other schools as a basis for employment at DCISM. DCISM recognizes the value of multiple avenues of feedback and all teachers who are in their first year at DCISM will have both building administrator as well as a peer observer LEAP observations during their first year (subject to district peer observer availability.) Teachers who are in their second or higher year at DCISM will have the opportunity to opt out of a peer observer LEAP observation if assigned one by the district. Teachers will not earn non-probationary status based on LEAP scores or any other measure. Ultimate decisions regarding continuation of employment at the DCISM lies solely with the principal.</p> <p>Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team. Evaluators of school personnel will receive an CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.</p>
Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation	The School requests a waiver from 22-32-109(1) (f). The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206).The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Section 22-32-109(1)(g):	Budget	Pursuant to state law, the DPS board will delegate duties related to selection of teachers and determination of compensation to the

<p>Handling of Money</p>		<p>innovation school. The principal, in consultation with the school leadership team, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the principal shall determine the rate of pay during the budget cycle each Spring for the following year.</p>
<p>Section 22-32-109(1)(n)(1): Schedule and Calendar</p>	<p>Calendar & Schedule</p>	<p>In accordance with the innovation plan DCISM shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. No later than 60 days before the end of the school year, the DCISM Leadership Team in conjunction with the SAB will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>
<p>Section 22-32-109 (I)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</p>	<p>Calendar & Schedule</p>	<p>In accordance with the innovation plan, DCISM shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. No later than 60 days before the end of the school year, the DCISM Leadership Team in conjunction with the SAB will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule</p>

		<p>shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.</p>
<p>Section 22-32-109 (I)(n)(II)(B): School Calendar</p>	<p>Calendar & Schedule</p>	<p>No later than 60 days before the end of the school year, the DCISM Leadership Team in conjunction with the SAB, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.</p>
<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>	<p>In accordance with the innovation plan, DCISM will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes DCISM to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review. The school understands that future requests for changes in curriculum are subject to the District curriculum waiver approval process</p>
<p>Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content</p>	<p>Education Program</p>	<p>In accordance with the innovation plan, DCISM will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to DCISM the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school’s innovation plan.</p>

Standards		
Section 22-32-109(1)(cc): Adopt Dress Code for Employees	Human Resource Management: Dress Code	The School will follow staff dress code described in the Innovation Plan and Employee Handbook for all employees.
Section 22-32-109(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development	In accordance with the innovation plan, the Instructional Superintendent shall determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.
Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals	The DPS board grants autonomy to the principal at DCISM to make staffing decisions consistent with waivers articulated herein. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-License Required-Exception	Human Resource Management: Hiring and Teacher Qualifications	DCISM will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESSA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at DCISM School as necessary to implement the school's innovation plan.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision	Human Resource Management: Hiring, Contracts and Employment Offer Letters	DCISM teachers will be at-will employees. All employment agreements will be in writing. The school will provide agreement language to the district for feedback before any initial employment agreements are signed. Mutual terminations will be negotiated between the teacher and the school principal. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff during the school-year will follow the dismissal procedures outlined in the DPS policy GDQD and regulation GDQD-R. DCISM 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.
Teacher	Human	DCISM teachers will be at will and will not be considered

<p>Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract</p>	<p>Resource Management: Dismissals</p>	<p>probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school. Teachers who leave DCISM and are hired by another school in the district may apply their time at DCISM to the consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation</p>	<p>Human Resource Management: Direct Placement of Teachers</p>	<p>DCISM may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Human Resource Management: Dismissals</p>	<p>The School requests a waiver from Section 22-63-301. All teachers are at-will employees and may be terminated from employment for any lawful reason. DCISM and the Denver Public Schools have the right to terminate employment from DCISM at any time for any lawful reason. However, it should be noted that if a teacher is not meeting performance expectations, the school leader may place the teacher on a Plan of Improvement. The Plan of Improvement will be written and will clearly articulate areas of improvement, supports provided, as well as a specified timeline of completion. Termination of all staff during the school -year will follow the dismissal procedures outlined in the DPS policy GDQD and regulation GDQD-R</p>
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and</p>	<p>Human Resource Management: Dismissals</p>	<p>All teachers will be at-will employees. This agreement can be non-renewed at the end of the agreement term for any reason.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual agreements, a teacher is entitled to a hearing in accordance with the dismissal policies outlined in the DPS policy GDQD and regulation GDQD-R.</p>

Judicial Review		
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation	The School requests a waiver from Section 22-63-401. DCISM will adopt a salary schedule that will meet or exceed the district’s salary schedule. The principal reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, eternal professional development or for performance incentive pay.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-402: License, Authorization of Residency Required in Order to Pay Teachers	Human Resource Management: Compensation	The School requests a waiver from Section 22-63-402. The School has the authority to establish a policy that waives the provision that requires teachers to hold licenses in order to be paid. The School has the authority to determine its own compensation system for all employees, including instructional staff. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403: Payment of Salaries	Human Resource Management: Compensation	The School requests a waiver from Section 22-63-403. The School has the authority to establish dismissal policies and procedures, including any applicable compensation. Teachers will be hired “at will” and will not obtain, retain, or regain non-probationary status while employed at DCISM. Specific hiring expectations and waivers related to hiring are clearly outlined within the Innovation Plan. Non-teaching staff will be hired using standard DPS policies and procedures. Teacher’s employment with DCISM and the Denver Public Schools will be “at-will” and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. DCISM and the Denver Public Schools will have the right to end the work relationship with the teacher for cause or after an opportunity for improvement (typically a 30 day plan), depending upon the situation. Teachers may end their employment with DPS and DCISM at any time for any reason with a 30 day notice. Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at DCISM will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within

		<p>another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at DCISM if they do not secure a position through mutual consent.</p>
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