

Denver Montessori Junior/Senior High School Request for Innovation Status December 19, 2015

Waivers Requests and Replacement Policies DPS, DCTA, and Colorado State Statutes

School Proposal	BDF-R4: Collaborative School Committees	Governance
Policy	<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"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - 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. - 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. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - 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; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - 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; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues. 	

<p>Replace ment Policy</p>	<p>The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● Up to 3 Teachers depending on teacher interest ● At least 4 Parents ● At least 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending 2 final candidates to DPS for the principal position (when a vacancy exists) ● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following: <ul style="list-style-type: none"> ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule <p>Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</p>
------------------------------------	--

School Proposal	KHBA: Sponsorship Program	Budget
Policy	<p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program.</p> <p>The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.</p> <p>Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues.</p> <p>Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement.</p> <p>All sponsorship activities will comply with district policies.</p>	
Replacement Policy	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>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 the School or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	EEA – Student Transportation	Student Transportation

<p>Policy</p>	<p>The school District's transportation program shall be designed to get students who live an unreasonable walking distance from school to school and back in an efficient, safe and economical manner.</p> <p>General responsibility for the transportation system is vested in the director of transportation. All other people engaged in the transportation program are responsible to that administrator.</p> <p>It shall be the duty of the director of transportation to provide the Board of Education with regular reports and information regarding the efficiency and conduct of the transportation program.</p> <p>The District shall operate its own fleet of buses and other types of vehicles as needed.</p> <p>In the event the Board determines that the unreimbursed expenses associated with providing student transportation are impacting the budget for instructional programs, the Board may explore opportunities to offset those costs through imposition of a transportation fee in accordance with state law.</p> <p>Alternatively, the District may submit to the voters the question of whether to impose a mill levy increase for the payment of excess transportation costs in accordance with state law. If the mill levy increase is approved, the revenues shall be deposited in the transportation fund.</p> <p>The district shall waive any transportation fee for any student eligible for reduced price or free lunches as determined by federal regulations.</p> <p>Adoption of Regulations</p> <p>The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.</p>
<p>Replacement Policy</p>	<p>The School may request that students find alternative methods for transportation to and from school. The principal will work with district budget staff on an annual basis to establish a transportation budget for the school. Based on the annual budget, the school principal will develop a transportation plan that maximizes the availability of transportation services to students to and from school. Should the school develop a plan that applies a different policy from the one specified in EEA, the plan will be shared with and approved by the district transportation department and then published and made available to parents no later than 6 weeks prior to the school year. The DMHS transportation plan is located on the school's website at dmhs.dpsk12.org.</p>

School Proposal	GCF/GDF: Staff Recruitment/ Hiring	Human Resource Management: Hiring
<p>Policy</p>	<p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
<p>Replacement Policy</p>	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff using the following criteria and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> DMHS will work with the district HR office to post teaching positions through the district website and through national Montessori recruitment websites. From these postings, DMHS will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selections using locally-designed processes. 	

- Teachers shall be hired based on the following criteria: DMHS will create a rubric that values Montessori training, NAMTA or other Montessori Adolescent training, Highly qualified, teacher licensure, demonstrated ability to team teach, experience with Montessori adolescent programs, and demonstrated understanding and ability to implement a Montessori adolescent program. Hiring decisions will be made by the school's "personnel committee", with final determination to be made by the school principal. The personnel committee shall consist of volunteer representatives from all staffing areas that will be affected by the new hire, such as the teaching team, the program director, special education and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.
- The school will adhere to district salary schedules for all teachers but requires autonomy in determining the years of experience in order to account for private and other school experience, along with Montessori or other teaching experience that might have occurred outside of the time window for accepted experience.
- DMHS will follow the district hiring process for Classified employees and select candidates through the district recruitment and application processes; however, final hiring determinations will be reserved by the school principal. Should the school principal determine that the candidates for a position as provided through the district recruitment and staffing process do not meet the expectations of the principal, the principal will have the ability to not hire the position and re-post the position for new applicants, and pursue additional recruitment activities as deemed necessary to fill the position appropriately.
- If DMHS identifies a need for a position that does not exist in the district's current list of classified positions, DMHS will create a profile for this position, provide the information to the district's HR office, and use district systems to post the position and hire a candidate for the position.
- Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate.
- Background checks will be administered using the existing systems and processes for the district.
- The School shall conduct reference checks.

School Proposal	IC/ICA: School Year/School Calendar	Calendar & Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...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.</p>	
Replacement Policy:	<p>The school has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> ● No later than 60 calendar days before the end of the school year, the principal in consultation with the CSC 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. A calendar for school year posted on the school's website at dmhs.dpsk12.org. 	

School Proposal I	IE: Organization of Instruction IGA: Curriculum Development IGD: Curriculum Adoption IIA/ IIA-R: Instructional Materials IJJ/ IJJ-R: Instructional Materials	Education Program
Policy	<p>The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.</p> <p>The grouping and housing of instructional levels in school facilities shall be in accordance with the P5-3-4 plan. Under this plan, preschool through the first five grades shall be the elementary schools; middle schools shall contain grades 6, 7 and 8, and high schools shall contain grades 9, 10, 11 and 12.</p>	
Replacement Policy:	<p>The organization of instruction for DMHS is separate and distinct from the district's organization. The model, including grade level configuration, is designed in accordance with the organization of instruction appropriate for a secondary Montessori school.</p> <p>Denver Montessori uses the Montessori curriculum for the instruction of students in grades 7-12. This curriculum will be aligned to the Common Core State Standards and the Colorado Academic Standards.</p> <p>The DPS Board recognizes the distinctiveness of the DMHS educational model and therefore delegates curricular and educational material adoption/modification to the local level with feedback and support to be provided by the DPS Departments of Elementary and Secondary Education and School Reform and Innovation. DMHS is authorized to use a Montessori curriculum for the instruction of students in grades 7-12. This curriculum is aligned to the Common Core State Standards and the Colorado Academic Standards. The school principal selects the instructional materials used by the school after careful consideration of Montessori best practices and recommendations of the school-based instructional materials committee.</p> <p>A school-based instructional materials committee manages the selection process for choosing instructional materials that align to the Montessori educational model. The selection process is conducted in a transparent manner that follows purchasing best practices. As materials are integrated into the DMHS curriculum, the school principal evaluates the effectiveness of instructional materials and seek feedback from teachers. Highlights of findings will be communicated to the Office of Curriculum and Instruction to further district awareness of how materials are driving education.</p>	

School Proposal	IKA:	Education Program
Policy	<p><u>State assessment system</u></p>	
	<p>State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.</p> <p>State law also requires the District to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the District’s assessment calendar. This policy and its accompanying regulation(s) represent the District’s processes to address these requirements.</p> <p>1. <u>Pencil and paper testing option</u></p> <p>The Superintendent or designee may determine that a specific classroom or school within the District will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:</p> <ul style="list-style-type: none"> • the technological capacity and resources of the particular school/classroom; • students’ previous experience with computerized and written assessments; • whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and • the logistics of administering the state assessment in different formats at a particular school or schools. <p>Prior to making this determination, the Superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the District.</p> <p>For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student’s Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable state and federal law.</p> <p>1. <u>Parent/guardian request for exemption</u></p> <p>A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy’s accompanying regulation.</p> <p>In accordance with state law, the District shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.</p> <p>This policy’s exemption process shall apply only to state assessments and shall not apply to District or classroom assessments.</p> <p>1. <u>Sharing of student state assessment results with parents/guardians</u></p>	

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the District and for each public school in the District based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District assessment system

In addition to the state assessment system, the District has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the District's academic standards.

In accordance with applicable law, the District's assessment system shall accommodate students with disabilities and English language learners.

The District's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the District's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the District shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and District assessments that the District plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the District's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the District's academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to

teach material again in a new context and to show students how to assist and respect fellow students.

Adoption of Regulations

The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.

Replacement Policy:	<p>The organization of instruction for DMHS will be separate and distinct from the district's organization. The model will be designed in accordance with the organization of instruction appropriate for a secondary Montessori school. Section III: Education Program of the DMHS performance application specifies the organization of instruction for the school including specifics on grade levels and configuration. DMHS agrees with this policy except for:</p> <ol style="list-style-type: none">1. DMHS will design its own school assessment system (in lieu of the District assessment system), including interim assessments, classroom assessment system and grading systems that are aligned to its mission, vision and curriculum.
----------------------------	---

School Proposal I	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips.</p> <p>Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>	
Replacement Policy	<p>The Innovation school will follow the district field trip policies and procedures with two exceptions:</p> <p>1- The school will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the school will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips.</p> <p>2- If a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.</p>	
School Proposal I	IK- Student Academic Achievement	Education Program

<p>Policy</p>	<p>The Board’s vision is...In order to achieve this vision the board adopts the following core beliefs which will govern district policy decisions...</p> <p>The Board adopts an instructional reform theory for Denver that has the following essential elements that will positively impact student achievement..</p> <p>This is an integrated reform strategy that addresses three of DPS's greatest challenges-a high mobility rate among our students and teachers, low academic preparedness of our students, and lack of consistent and timely data...</p> <p>Each student is expected to meet or exceed the District's academic content standards before they transition from level to level and before they are eligible to graduate...The school staff and students are directly responsible for student learning... The District content standards are to be the focal point of classroom instruction...To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures...The Superintendent is directed to comply, modify and implement the core belief and action plan as necessary.</p>
<p>Replacement Policy</p>	<p>Student progression in their mastery of curricular content will be monitored and documented through a detailed junior and senior high portfolio. All record keeping will be maintained in a Student Electronic Portfolio, which will contain documentation of lessons attended, student submitted work, teacher feedback, mastery level quizzes, cumulative project, and overall unit assessment. The Performance School Application, Appendix C, Sections B and C specify the alternative benchmark assessment program and the graduation and promotion standards for the school. In addition, DMHS has provided further policy definition in the attachment, <i>DMHS Alignment with Graduation Standards</i>, and the relevant mapping to each of the core subject standards.</p>

<p>School Proposal</p>	<p>IKB: Homework</p>	<p>Educational Program</p>
-------------------------------	-----------------------------	----------------------------

<p>Policy</p>	<p>Parents should expect their children to have regular homework assignments and should question the lack of such assignments.</p> <p>Elementary school: The amount, length and type of homework at the elementary school level may vary according to individual needs and the classes and courses selected, but the minimum amount assigned shall be as follows:</p> <p>Kindergarten and grade 1- 10-15 minutes, one or two days per week Grade 2- 10-20 minutes, two days per week Grade 3- 15-25 minutes, two days per week Grade 4- 15-30 minutes, two to three days per week Grade 5- 20-30 minutes, three to four days per week</p> <p>Middle school A minimum of five hours of homework per week shall be assigned. This shall be mainly representative of the major academic disciplines but may include other subject areas.</p> <p>High school The amount of homework assigned to high school students shall vary depending upon specific subjects taken and the grade level. The expected minimum amount of homework shall be 10 hours per week in grades 9 through 12.</p>
<p>Replacement Policy</p>	<p>The school will implement a Montessori homework policy that is in alignment with the Montessori educational philosophy. Homework will only be assigned as deemed necessary at the school level. Students are given independent work time during the school day that usually allows them to accomplish a majority of the school's work requirements. In instances when work is not completed at school, students are expected to complete their work by a specified deadline set by the teacher. As the students progress to higher grades, the homework load will increase in order to appropriately prepare students for post- academic success.</p>

School Proposal	IKF: Graduation	Graduation and Promotion
Policy	Highly detailed. Specifies credit for general ed, etc.	
Replacement Policy	<p>Alternative graduation requirements are specified in the document, <i>DMHS Alignment with Graduation Standards</i>:</p> <p style="text-align: center;">DMHS Alignment with DPS Graduation Standards</p> <p>Denver Montessori Junior/Senior High School (DMHS) is an approved DPS performance school that opened in August 2013. As part of the approval process, DMHS agreed to provide evidence as to how they will meet or exceed DPS Graduation Requirements. DMHS will meet all graduation requirements as stated in the DPS Board Policy IKF. Explanation of how DMHS will meet these requirements is included below.</p> <p>Nearly all of DMHS classes are taught through an integrated approach with mastery level requirements for each subject area. For example, in the, 7th, 8th and 9th grade, Language Arts and History are taught together as a Humanities Class. Art is integrated into this unit as well as music. Each unit has stated objectives for each subject area along with related required evidence of mastery for each objective. All record keeping is maintained in a Student Electronic Portfolio, which contains documentation of lessons attended, student submitted work, teacher feedback, mastery level quizzes, cumulative project, and overall unit assessment.</p> <p>Because of this integrated approach and focus on mastery, DMHS refers to units in the graduation requirements versus semester hours. Each unit will equate to one year’s instructional content, and a .5 unit will equal one semester of instructional content.</p> <p>In addition to DMHS classes, high school juniors and seniors will also have the option to obtain dual credit through either attendance at a local college or university or through vetted and approved accredited on-line university level course work. Students will be responsible for fees associated with college credit. DMHS will assist students in the application process, navigating the college or university and applying for scholarships and financial aid.</p> <p>In addition to the DPS high school graduation requirements, DMHS requires community service / service learning versus allowing it to be optional. DMHS also strongly encourages all students to apply to three colleges / universities / technical college or other similar post secondary options.</p> <p>Following are requirements as outlined by DPS Board Policy IKF and the DMHS response to each requirement.</p> <p>REQUIRED UNITS OF STUDY</p> <p><i>Requirement:</i></p>	

THE PERSONAL EDUCATION PLAN

Each student who enters a Denver Public Schools high school will develop a personal education plan (P.E.P.). This plan will set his/her intended course of study as he/she begins his/her journey toward graduation. The student and an academic adviser (this may be a teacher, counselor, dean administrator or other professional school staff member) will review and amend the P.E.P. each semester, prior to the development of a new class schedule (for students attending the 8th grade in the Denver Public Schools, the P.E.P. will be initiated during the spring semester of the 8th grade year). Schools may opt for an "advisement" class to provide for the P.E.P. This process will not only provide clear information and a focus on the future for the student, but also bring a new purpose to the important articulation between middle school and high school staff members.

Response:

Every student at DMHS will have a personal education plan (P.E.P). Beginning in 8th grade, students will design their plan with assistance from their academic advisor. The P.E.P will be reviewed at every student/advisor/family conference and amended as agreed by that team.

Requirement:

General Course of Study

Twenty-four (24) units of study (240 semester hours) shall be required in grades 9, 10, 11, and 12 for students to graduate from high school and receive a high school diploma.

Response:

DMHS students will receive a minimum of twenty-four (24) units of study. Completion of a unit of study will be determined by assessments that demonstrate mastery of that particular course of study.

Requirement:

1. Language Arts

A minimum of forty semester hours (4 units) shall be earned including ten semester hours (1 unit) of Introduction to Literature and Composition 1 & 2 (9th Grade), ten semester hours (1 unit) of American Literature 1 & 2 (10th Grade), ten semester hours (1 unit) of upper division writing academic elective or world literature, and ten semester hours (1 unit) of other language arts.

Response:

9th Grade:

Ninth grade students will receive 1 unit of Literature and Composition 1&2 that will be integrated as part of the thematic humanities course of study.

10th, 11th and 12th:

Over a three-year cycle, students will be required to take 1 unit of American Literature 1 & 2, 1 unit of upper division writing academic elective or world literature, and 1 unit of other Language Arts.

American Literature will be offered every other year to insure that students meet this requirement. American Literature will be integrated with U.S. History.

Each year, an honors component will be offered in Language Arts.

Requirement:

2. Social Studies

Thirty semester hours (3 units) shall be earned: ten semester hours (1 unit) in U.S. History, five semester hours (.5 units) in Civics, and fifteen semester hours (1.5 units) of other Social Studies are required.

Response:

9th Grade:

Ninth grade students at DMHS will receive .5 units of Civics. Ninth grade students will also receive .5 units of Social Studies. Social Studies will be integrated with Language Arts and delivered as an overall thematic humanities course of study.

10th, 11th and 12th.

Over a three-year cycle, student will be required to take 1 unit of U.S. History and a minimum 1 unit of other Social Studies.

U.S. history will be offered every other year to insure that students meet this requirement. U.S. History will be integrated with American Literature. During these years, DMHS will also offer honors U.S. History along with an AP study group for students choosing to take the U.S. History AP test.

On the alternate years, DMHS will offer 1 unit of World History.

Requirement:

3. Science

Thirty semester hours (3 units) shall be earned: Students will be required to complete 30 semester hours of science credit, 20 semester hours (2 units) must come from Earth Science, Biology, Chemistry, or Physics.

Response:

9th Grade:

Ninth grade students will receive .5 units of Earth Science. Ninth grade students will also receive .5 units of Health and Human Development or environmental science.

10th, 11th and 12th

During a three-year cycle, students will be required to take a total of 1.5 units of Biology and Chemistry. DMHS will offer Biology (1 unit), Chemistry (1 unit) and Environmental Science (1 unit). DMHS will offer A.P. Environmental Science as well as A.P. Biology.

Requirement:

4. Mathematics

Forty semester hours (4 units) shall be earned. Ten semester hours (1 unit) of Algebra I or its integrated equivalent (9th Grade), ten semester hours (1 unit) of Geometry or its integrated equivalent (10th Grade), ten semester hours (1 unit) of Algebra II or the integrated equivalent, and ten semester hours (1 unit) of higher math from an approved course list are required. Except that the high school Algebra requirement will be waived for a student who successfully completes one year of algebra in middle school. However, such students will still be required to complete forty semester hours (4 units) of mathematics in high school, including ten semester hours (1 unit) of Geometry and 10 semester hours of Algebra II (1 unit). In no case, will students receive high school credit for courses completed in middle school.

Response:

9th Grade:

Students will earn 1 unit of math based on the individual student's Math placement. Students will work at the level of Algebra I unless they have already demonstrated mastery in Algebra I.

The DMHS High School Math Curriculum is composed of three elements. The first element is teacher taught subject lessons supported by Khan Academy. Khan Academy is an online program that provides detailed lessons starting with addition and proceeding through Calculus. Each subject area has extensive online lessons that fully cover the identified subject. The second element is Exeter Math, which is the curriculum delivered at Phillips Exeter Academy. Exeter Math is delivered via real-world problem solving, seminar and group work. The third element is a highly qualified secondary Math teacher who provides small group lessons based on data analysis of student ability along with individualized assistance to students as they progress through the Khan curricular map. The math teacher also guides the the Exeter groups providing group instruction and leading seminar.

Credit will be awarded based on the following criteria: Students have completed a full unit of study such as Algebra I. Students will have participated in an Exeter study group for an average of no less than one hour per week. Students have turned in a completed math album that shows evidence of work for each Khan unit of study and their weekly Exeter group problem solving exercises.

Most students will already be placed on the Khan curriculum map from their DMHS work in 8th grade. Students new to DMHS will take the NWEA MAP assessment which is an online evaluative math assessment. Students will work individually through the Khan curriculum map, and they will have the opportunity to accelerate or remediate based on their success level with placement.

10th, 11th and 12th

Over the three-year cycle, students will complete 3 units of math. Unless they have already demonstrated mastery, studies will include Algebra II and Geometry and continue through pre-calculus and calculus.

The DMHS High School Math Curriculum is composed of three elements. The first element is teacher taught subject lessons supported by Khan Academy. Khan Academy is an online program that provides detailed lessons starting with addition and proceeding through Calculus. Each subject area has extensive online lessons that fully cover the identified subject. The second element is Exeter Math, which is the curriculum delivered at Phillips Exeter Academy. Exeter Math is delivered via real-world problem solving, seminar and group work. The third element is a highly qualified secondary Math teacher who provides small group lessons based on data analysis of student ability along with individualized assistance to students as they progress through the Khan curricular map. The math teacher also guides the the Exeter groups providing group instruction and leading seminar.

Credit will be awarded based on the following criteria: Students have completed a full unit of study such as Algebra I. Students will have participated in an Exeter study group for an average of no less than one hour per week. Students have turned in a completed math album that shows evidence of work for each Khan unit of study and their weekly Exeter group problem solving exercises.

Most students will already be placed on the Khan curriculum map from their DMHS work in 8th grade. Students new to DMHS will take the NWEA MAP assessment which is an online evaluative math assessment. Students will work individually through the Khan curriculum map, and they will have the opportunity to accelerate or remediate based on their success level with placement. Students will have the opportunity to accelerate or remediate based on their success level with placement. Advanced students will have the opportunity to take advanced trigonometry or calculus via online college or university curriculum or through Metropolitan State University.

Requirement:

5. Physical Education/Dance, Citywide Marching Band, ROTC, or DPS Athletics

Ten semester hours (1 unit) of Physical Education or Dance shall be earned or an equivalent shall exempt the student from this requirement. Equivalents shall include: Citywide Marching Band, ROTC, DPS Athletics.

Athletic sports that are sanctioned by the Denver Public Schools Board of Education and meet the criteria below may exempt a student from the physical education graduation requirement. No grade or credit will be given for athletic participation and such exemptions will not reduce the total number of hours required to earn a diploma. Both semesters of the physical education requirement may be exempted by athletic participation.

Criteria governing physical education exemptions:

- a. The student must maintain academic eligibility for the entire season.
- b. One full sport season is required to exempt a student from five semester hours (5 units) of P.E. requirement,
- c. A student must be a high school freshman, sophomore, or junior to qualify for the

exemption. Seniors who have not yet met the physical education requirement are not allowed to take this exemption and must enroll in a physical education course.

d. The waiver must be requested in the same semester that the sport is played. (Rationale: this aligns the criteria of the Board policy and with the guidelines provided on the Criteria for Athletic Exemption form that is located on page 23 of the High School Procedures Guide. Provides clarification.)

d. The waiver must be requested in the same semester that the sport is played.

Response:

9th – 12th grade

DMHS students will be required to complete 1 unit of Physical Education / Dance, Citywide Marching Band, ROTC, or DPS Athletics in compliance with requirement. DMHS will have a competitive Ultimate Frisbee team that will include after-school practices and games.

Requirement:

6. Electives: Ninety semester hours (9 units) shall be earned.

Academic Electives

Forty semester hours (4 units) shall be earned. Ten semester hours (1 unit) shall be earned from an approved electives list. Another ten semester hours (1 unit) of fine arts (Music, Art, Drama) or Career Technical Education (CTE) must be earned.

Response:

9th Grade:

Ninth grade students will be required to take 1 unit of Spanish. Spanish will be delivered via a highly qualified Spanish Teacher using the TPRS curriculum. Students will also complete .5 units of art, drama or music.

10th, 11th, 12th

Students will be required to complete 1 unit of Spanish. Spanish will be delivered via a highly qualified Spanish Teacher using the TPRS curriculum. Students will also complete a minimum of .5 units of art, drama or music.

If a student elects not to continue foreign language instruction, they will be required to complete 1 more unit of an academic elective in order to meet the 4 unit requirement for academic electives.

Requirement:

Other Electives

Student must earn 50 semester hours of electives, of which 20 semester hours may be community service and service learning.

Response:

DMHS will offer a variety of electives to insure students have the opportunity to meet this graduation requirement. Electives will include drama, art, music, Ultimate Frisbee, Social Justice, cooking, craft work, and Micro-economy.

Requirement:

Community-Based experience-

Within the 240 semester hours (24 units) required for a diploma, a minimum of 220 semester hours (22 units) shall be earned in classroom-based instruction. Students may, therefore, earn and apply a maximum of twenty semester hours (2 units) of community service and/or service learning experience, approved by the school, toward graduation requirements. These experiences may include, but are not limited to, field or service experiences, work experiences, volunteering with community organizations, and internships.

Response:

9th Grade:

Students may have the opportunity to apply for a community service opportunity. Credit will be awarded based on the number of semester hours worked. Twenty completed hours worked will be equal to a .5 unit of Community Service.

10th, 11th and 12th Grade:

Students will be required to participate in either a Community Service or Service Learning experience for a minimum of two hours per academic week. The schedule is designed to allow students to complete this requirement on Wednesday afternoons. Students may elect to complete their service during other hours in the week with advisor approval.

Requirement:

General Course of Study Additional Information

At least four years (eight semesters) of attendance is required for students to complete grades 9, 10, 11, and 12 except that:

- * students with a 3.0 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in seven semesters
- * students with a 3.5 GPA who have completed all core curriculum/elective requirements and 240 credit hours (24 units) and all required assessments may graduate in six semesters.
- * students with an Individual Education Program who are working towards a general course of study may earn up to 40 semester hours (4 units) in Special Education modified classes in only one core subject area. In addition, they may earn up to twenty semester hours (2 units) of Special Education modified credit in world language classes.

Achieving Personal Excellence (APEX) Requirements COURSE OF STUDY

Provided that the high school has approval by the Superintendent or his designee, students will be awarded an ASCENT diploma if they meet all of the requirements in one through five in the general course of study, earn 35 hours of elective credit, and meet the requirements to earn an Associate of Arts (A.A.), Associate of Science (A.S.), or Associate of Applied Science

(A.A.S.) Degree from a community college or a certificate of career and technical education.

Combined General Course of Study

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education modified courses in the core subject areas and world language classes.

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team.

Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

1. Language Arts 3.0 Units
2. Social Studies 2.0 Units
3. Science 1.0 Unit
4. Mathematics 2.0 Units
5. Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP)
6. Electives

1.0 Unit in vocations and/or Transition Classes - Required

8.0 Units (may include work experience)

7. Work Experience and Study 6.0 Units of work experience earned in Special Education-coordinated work experience. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work experience/study

1. Language Arts 3.0 Units

2. Social Studies 2.0 Units

3. Science 1.0 Unit

4. Mathematics 2.0 Units

5. Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP)

6. Electives 1.0 Unit in vocations and/or Transition Classes - Required

8.0 Units (may include work experience)

7. Work Experience and Study 6.0 Units of work experience earned in Special Education-coordinated work experience. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work experience/study

Designated Course of Study Requirements:

The designated course of study will substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments will be selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

1. Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

	<p>2. Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.</p> <p>Transfer Students A transfer student from outside the Denver Public Schools must meet the requirements to receive a diploma from the Denver Public Schools. All graduation requirements must be met prior to graduation, including attendance in the Denver Public Schools for at least two semesters, with a minimum of 50 semester hours (5 units) of credit earned.</p> <p>Certificate of Attendance Students who attend school regularly but do not meet the course of study requirements in any of the three courses of study areas may be awarded a Certificate of Attendance.</p> <p><i>Response:</i> DMHS agrees with these requirements.</p>	
<p>School Proposal Policy</p>	<p>JC-R: Pupil Assignment</p>	<p>Enrollment</p>
<p>Replacement Policy</p>	<p>Highly detailed. Specifies choice process for parents.</p> <p>DMHS will participate in the School Choice process with the exception that enrollment priority will be given according to the following schema:</p> <ol style="list-style-type: none"> 1) Students who are currently attending Sandoval, Gilpin, Denison, or Lincoln 2) Students who have a sibling currently attending DMHS 3) Students who are the children of DMHS staff members 4) Denver residents who have attended Montessori elementary school 5) Non-Denver residents who have attended Montessori elementary school 6) Denver residents who have not attended Montessori elementary school 7) Non-Denver residents who have not attended Montessori elementary school <p>Additionally, for all priorities stated above, neighborhood students will be granted seat priority over non-neighborhood students. For example, if after applying priority 1, there are more students than seats, then priority will be given to students who reside in the school neighborhood area over students from other areas in the district.</p> <p>NOTE: "Family Link" will be in effect at DMHS. This means that siblings who apply together will be systematically linked, maximizing their opportunity to stay together.</p> <p>DMHS will continue to reach out to the Montessori community in an equitable manner to create a diverse student body that is reflective of the DPS and the neighborhood student body. If a situation arises where a noticeable demographic difference exists between the school and the neighborhood, the school principal will work with the district in implementing a plan that recruits more students from the neighborhood area while also</p>	

ensuring for their success in a Montessori program.

Collective Bargaining Agreement Articles Waivers		
WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT		
	DCTA: Article 1-7 Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
	Article 5-1-4: Teamwork among Teachers	Curriculum
Policy	Teamwork among teachers and with the principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program.	
Replacement Policy	Teamwork among teachers and with the principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program as long as the primary focus is in alignment with the mission of the school as stated in the Performance School Application.	
	Article 5-4: School Leadership Team	Governance: Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. 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.	

<p>Replacement Policy</p>	<p>The School Leadership Team and School Collaborative Committee will be replaced with the School Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● Up to 3 Teachers depending on teacher interest ● 4 Parents ● 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending final candidate to DPS for the principal position (when a vacancy exists) ● Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule <p>Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities.</p>
-------------------------------	---

	Article 7 Grievance Policy	Human Resource Management
Policy	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3, Mediation/arbitration), Rights of teachers to representation, Miscellaneous	
Replacement Policy	<p>The school shall maintain the following Grievance Policy: 7-1 Definitions.</p> <p>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.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>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.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</p> <p>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 Two unless it is filed with the Department of Human</p>	

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. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.

7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.

7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.

7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.

Article 8: Professional Standards

Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load

Educational Program:
Calendar & Schedule

<p>Article Summary</p>	<p>Article 8 - Professional Standards School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time. Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties. 8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that</p>
----------------------------	--

	<p>no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>
<p>School's Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.</p> <ul style="list-style-type: none"> • The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. • The School has the authority to establish class sizes and teaching loads that support the Innovation Plan. • The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. <p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended so that they can attend Montessori training. Teachers may be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p> <p>8-8 The School's teachers will be responsible for lesson plans for the entire length of any absence.</p>

	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 “Evaluator” means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	

<p>School's Replacement Policy</p>	<p>Teachers will be hired on annual contracts.</p> <ul style="list-style-type: none"> ● Annual contract review is subject to leader discretion. ● The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan. <p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of formal evaluation which applies to all teachers as all teachers are on an annual contract. The School may modify aspects of the LEAP framework appendices to align with the Educational Program. The school uses its own rubric that is based on Montessori best practices for professional development and teacher coaching.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</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 in addition to the school principal.</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>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract renewal is subject to leader discretion.</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.</p>
--	---

	Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource Management: Leadership Structure
Policy	<p>Committees identified in these sections include:</p> <ul style="list-style-type: none"> - Instructional Issues Council - IS Advisory Committee - School Leadership Team - Personnel Committee - Task Force on School and District Climate 	
Replacement Policy	<p>The committees in this section (except for the personnel committee) will be replaced with the School Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● Up to 3 Teachers depending on teacher interest ● 4 Parents ● 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Recommending final candidate to DPS for the principal position (when a vacancy exists) ● Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: ● Advising on the school's annual budget ● Advising on the school's master calendar and schedule <p>Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities.</p> <p>The Personnel Committee shall consist of the principal, the team-leads, and members of staff that will be working directly with the position that is being interviewed.</p>	
	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management

<p>Policy</p>	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5 During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-2 11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>
<p>Replacement Policy</p>	<p>The school will follow the district’s basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.</p>

	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources 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, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	

	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC, will make RIBS decisions based on performance, professionalism, and merit.</p>	
	Article 14-1: Summer school teaching positions	Human Resource Management: Hiring & Staff Assignments
Policy	<p>Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-2 14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p>	

Replacement Policy	The Innovation School 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 determined by CSC during the budgeting process.	
	Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Policy	20-1 Reduction in Force...shall be done in compliance with federal and state statutes, any existing court orders upon the District, and in a manner that will maintain the best educational program for the District. 20-1-1 If the District anticipates a reduction in staff, the Executive Director of Human Resources...shall consult with the Association...20-1-2 Normal attrition shall precede any reduction in force of regularly assigned teachers...20-1-3 Required staff reductions should be done by endorsement area in reverse order of being hired as a teacher...20-1-5 Whenever possible, Reductions in Force will be limited to the end of the semester or school year. Affected teachers shall receive thirty (30) days written notice. 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.	
Replacement Policy	The Innovation School 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
Policy	25-1 Job sharing,...may be requested by...full-time equivalent non-probationary teachers who wish to work only half-time...25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share...25-1-3...assignments, when possible, shall be for one (1) year at a time. 25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value... 25-1-5...the job sharing or half-time assignments must be approved by the CSC	
Replacement Policy	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 school's principal. The principal, in consultation with the CSC, 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.	

	Article 32: Extra Duty Comp: Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation
Policy	Various tables that specify compensation levels for activities that include: Substitute pay, Hourly rates, Activity salaries with steps and schedules	

**Replacement
Policy**

The School has the authority to determine its own compensation structure for additional work.

- The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement. The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay.
- School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan.

Except for unusual circumstances, this determination will be made no later than March 15th for the following school year

State Statute Waivers

WAIVER REQUESTS – COLORADO STATE STATUTES

	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	

Replacement
Policy

The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.

- The School in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth.
- The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.
- Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.
- All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.

The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.

	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC shall determine the rate of pay during the budget cycle each Spring for the following year.</p>	
	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	<p>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</p>	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> • In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. • The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. <p>The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.</p>	
	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than [varies by grade level] hours of planned teacher-pupil instruction</p>	

<p>Replacement Policy</p>	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <ul style="list-style-type: none"> • School has the authority to determine the number of professional development days, days off, and late starts/early release days. • In accordance with the innovation plan, the school’s principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. <p>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 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</p>	<p>Calendar and Schedule</p>
<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty- six hours for secondary school pupils, no fewer than nine hundred sixtyeight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</p>	
<p>Replacement Policy</p>	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. <p>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>	

	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>	
Replacement Policy	<p>The School has the authority to create its own annual calendar.</p> <ul style="list-style-type: none"> • The School’s annual calendar will meet or exceed the minimum standards for the District and State. • No later than 60 days before the end of the school year, the principal, in consultation with the CSC, 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. <p>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.</p>	
	Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Educational Program
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;</p>	

<p>Replacement Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> ● Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. ● The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. ● The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	
	<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>
<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;</p>	
<p>Replacement Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> ● Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. ● The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. ● The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	
	<p>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</p>	<p>Human Resource Management: Professional Development</p>

<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.</p>	
<p>Replacement Policy</p>	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
	<p>22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel</p>	<p>Teaching: Human Resource Management: Hiring Teacher Aides</p>
<p>Policy</p>	<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>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>	
<p>Replacement Policy</p>	<p>The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policy GCF/GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.</p>	
	<p>Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel</p>	<p>Human Resource Management: Staff Dismissals</p>

<p>Policy</p>	<p>22-32-110. Board of education - specific powers. (1) In addition to any other power granted ... 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...may delegate the power specified in this paragraph (h) to an innovation school</p>	
<p>Replacement Policy</p>	<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>	
	<p>22-32-126: Employment and authority of principals</p>	<p>Leadership: Management</p>
<p>Policy</p>	<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 section 22-32-110 (2) 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>	

<p>School's Replacement Policy</p>	<p>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.</p> <ul style="list-style-type: none"> 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. Candidates will include the school's team-leads provided that the team-leads are qualified. The district will reach out to national Montessori associations in order to insure that the candidate pool includes Montessori trained candidates. 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. The superintendent will consider the school's team leads for this position provided that the team-leads are qualified. <p>Interviews and selection follow the DPS Human Resource hiring procedures.</p>	
	<p>22-33-102(1) Definition of "Academic Year"</p>	<p>Education Program: Calendar</p>
<p>Policy</p>	<p>As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.</p>	
<p>Replacement Policy</p>	<p>"Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School. The calendar will be posted publically by May 1st for the following school year. The school's CSC will provide input into the calendar.</p>	
	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 201: Employment-License Required-Exception</p>	<p>Human Resource Management: Hiring and Teacher Qualifications</p>
<p>Policy</p>	<p>Paraphrasing - Must hire a teacher with a license. An alternative license is okay. Districts are not required to hire administrators with the requisite license.</p>	

<p>Replacement Policy</p>	<ul style="list-style-type: none"> • The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations. • The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. • The principal will also be trained on the DPS evaluation system, but will not be required to hold a type D administrator license. <p>The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan.</p>	
	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Policy</p>	<p>Contracts shall be in writing, amount of notice required by a teacher/principal who intends to resign, when a position can be re-opened, penalties for resigning outside of the window, no direct placement requirement, priority hiring preference for effective/satisfactory teachers, management of displaced teachers, disclosure of why contracts were terminated.</p>	
<p>Replacement Policy</p>	<ul style="list-style-type: none"> • The School has authority to issue its own employment offer letters. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan. • All teachers are hired on annual contracts. • Teachers on annual contracts may be dismissed mid-year for for any lawful reason. 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. <p>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.</p>	

	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract	Human Resource Management: Dismissals
Policy	Non-probationary status - how established, treatment of probationary teachers, time, ability to not renew contracts,	
Replacement Policy	Teachers are hired on an annual contract. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers
Policy	Specifies that schools are not required to accept transfers from the Chief Admin Officer of a district, but if they do, specifies the manner in which compensation should be handled.	
Replacement Policy	The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 301: Grounds for Dismissal	Human Resource Management: Dismissals
Policy	Specifies reasons for why a teacher could be dismissed.	
Replacement Policy	<ul style="list-style-type: none"> All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. Annual contracts can be non-renewed at the end of the contract term for any reason. <p>In all situations related to teacher dismissal during the school year, a teacher on an annual contract may be dismissed for cause in accordance with DPS Policy GDQD and regulation GDQD-R.</p>	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 302: Procedures for Dismissal of Teachers and Judicial Review	Human Resource Management: Dismissals
Policy	Process for terminating a teacher through judicial review. Teacher can appeal for an impartial hearing, appeal to court of appeals, appeal to supreme court. Instances when a district can dismiss a teacher without cause is specified. Criminal convictions.	
Replacement Policy	The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher’s employment during the school year.	

**Replacement
Policy**

	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the CSC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.	
	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Teaching: Payment of Salaries

Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.
Replacement Policy	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 mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.