

**GRANT BEACON INNOVATION SCHOOL – WAIVERS**

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

	<p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> <li>- participate in the day-to-day operations of the school;</li> <li>- be involved in issues relating to individuals (staff, students, or parents) within the school;</li> <li>- be involved in personnel issues.</li> </ul>
Replacement Policy	<p>The CSC will be replaced by the School Advisory Board and will include: the network principal, school principal, 1 representative from the school leadership team, the school business manager, 2 teachers, 3 elected parent and family representatives from the diverse communities within the school’s boundaries, and 2 community business associations and/or strategic non-profit partners.</p> <p>The school advisory board will provide input on the school’s improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.</p> <p>Performance and Organizational Goals will be monitored quarterly by the School Leadership Team (SLT) and will be presented to and discussed by the School Advisory Board (SAB). The School Advisory Board will conduct an annual program review. When goals are not met, corrective actions are recommended by the SAB to be implemented in the following school year. Corrective actions include, as appropriate, changes in curriculum, scheduling, personnel, and resource allocation. The principal and school leadership team will be responsible for implementing corrective actions, as appropriate.</p> <p>If the Network Principal or School Building Principal leave the school, the SAB will lead the selection and hiring of a new school leader who has the capacity and commitment to carry out the innovation plan. When a leadership position is vacated, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and determine if any changes are necessary. The School Leadership Selection Committee will include representatives of the SLT, the SAB, and others that are determined to have specific expertise that may be identified as part of the Leadership Profile (such as knowledge of blended learning techniques). Using the profile as a guide, a position description will be drafted and shared with existing school staff, the District OSRI team, and the immediate supervisor of the position. Once qualified candidates are identified, a screening committee will be created to select candidates to be interviewed. Interviews will be conducted by a team determined by the School Leadership Selection Committee. The interview team will include stakeholders in the school community, including parents, teachers, community members, feeder schools, and School Advisory Board members. It is the intent of the school to ensure this process is transparent and collaborative. Feedback from interviews will be used to recommend at least two qualified candidates to the Superintendent.</p> <p>By empowering the School Advisory Board, including the SLT, with the authority to recommend future school leader candidates to the superintendent, as opposed to having the district select</p>

	and assign a school leader, the innovation plan ensures that the vision, mission, and goals of the school will continue while still holding the school accountable to student achievement outcomes.	
School proposal	<b>CFBA: Evaluation of Evaluators</b>	<b>Leadership</b>
Policy	<p>All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>The principal and/or network principal have the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal and/or network 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.</p> <p>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 Network principal as the designee of the Superintendent shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p>	
School Proposal	<b>DF &amp; DF-R: Revenue from Non Tax Sources</b>	<b>Governance / Budget</b>
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations. In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <p>1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested.</p>	

	<p>2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate.</p> <p>3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval.</p> <p>4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties.</p> <p>5. The appropriate district staff will review and, if appropriate, execute the Agreement.</p> <p>6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file.</p> <p>7. The school(s) will proceed with the terms of the sponsorship agreement.</p>	
Replace ment Policy	<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"> <li>1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.</li> <li>2. The sponsorship will not alter any district owned resources unless permission is granted by the district.</li> <li>3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.</li> <li>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).</li> </ol>	
School Proposal	<b>IC/ICA: School Year/School Calendar</b>	<b>Educational Program: Calendar and Schedule</b>
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>	
Replace ment Policy	<p>No later than 60 calendar days before the end of the school year, the principal in consultation with the School Advisory Board 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.</p> <p>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</p>	

	<p>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.</p> <p>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 network partners.</p>	
School Proposal	<b>IE: Organization of Instruction</b>	<b>Education Program</b>
Policy	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.	
Replacement Policy	The Beacon Network Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent.	
School Proposal	<b>IGA: Curriculum Development</b>	<b>Educational Program</b>
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	<p>The Beacon Network Innovation School's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Beacon Network Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 SAB or SLT.</li> </ul>	

	<ul style="list-style-type: none"> <li>Substantive interim changes must be approved by District staff.</li> </ul>	
School Proposal	<b>IGD: Curriculum Adoption</b>	<b>Educational Program</b>
Policy	The Board of Education is required by state statutes 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.	
Replacement Policy	<p>The Beacon Network Innovation School's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Beacon Network Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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 SAB or SLT.</li> <li>Substantive interim changes must be approved by District staff.</li> </ul>	
School Proposal	<b>IIA/ IIA-R: Instructional Materials</b>	<b>Educational Program</b>
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>The Beacon Network Innovation School's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Beacon Network Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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 SAB or SLT.</li> </ul>	

	<ul style="list-style-type: none"> <li>Substantive interim changes must be approved by District staff.</li> </ul>	
School Proposal	<b>IJJ/ IJJ-R: Instructional Materials</b>	<b>Educational Program</b>
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> <li>The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula;</li> <li>The extent to which they meet a wide range of needs, interests, and student performance levels;</li> <li>The extent to which they support teaching practices known to positively impact student learning; and</li> <li>The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions.</li> </ol> <p>Spanish and English language materials shall be adopted at the same time, if practicable. Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education. All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>The Beacon Network Innovation School's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Beacon Network Innovation School will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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 SAB or SLT.</li> </ul>	

	<ul style="list-style-type: none"> <li>Substantive interim changes must be approved by District staff.</li> </ul>	
School Proposal	<b>IKE / IKE-R: Promotion, Retention and Acceleration of Students</b>	<b>Educational Program: Promotion, Retention and Acceleration of Students</b>
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> <li>The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.</li> <li>The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.</li> <li>The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> <li>A summary of the school's interventions during the current year to meet the student's academic needs</li> <li>The interventions to be implemented during the next school year to meet the student's academic needs.</li> </ol> </li> <li>If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.</li> </ol>	
Replacement Policy	<p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, attendance, and core class grades. The principal, administrators, teacher, and parents will confer at least three months prior to the end of the school year about the student's progress. Based on the student's progress thereafter, grade retention or promotion may be recommended to Beacon Network Innovation School principal or network principal by any member of the school community.</p> <ul style="list-style-type: none"> <li>If school principal or network principal approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of the principal or network principal. Parents will be made aware of this policy at orientation or at the time of registration for all mid-year enrollees.</li> <li>All retention and promotion considerations will be communicated to students' parents/guardians by May 1st. The school will regularly communicate student performance to parents/guardians.</li> </ul>	
School Proposal	<b>GCF: Professional Staff Hiring</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for</p>	

	<p>probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replace ment Policy	<p>The Beacon Network Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> <li>• The network principal and/or principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also 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 selection using locally-designed processes.</li> <li>• The network principal and/or principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</li> <li>• The network principal and/or principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</li> <li>• Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate.</li> <li>• Background checks will be administered using the existing systems and processes for the district.</li> <li>• The School shall conduct reference checks.</li> </ul>	
School Proposal	<b>GCB: Professional Staff Contracts and Compensation</b>	<b>Teaching: Human Resources Management: Hiring, Compensation, Job Descriptions</b>
Policy	<p>It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.</p>	
Replace ment Policy	<p>The Beacon Network Innovation School shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified in the innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; hire employees on</p>	

	annual contracts; maintain existing non-probationary contractual relationships with existing staff; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters, using a template approved by District staff, to newly hired teachers. The school will offer annual contracts to all teachers hired after the inception of the innovation school, existing teachers will maintain their current contractual relationship, all other employees will remain at will. The district Human Resources office will work with the school to ensure staff contracts are consistent with the approved innovation plan.	
School Proposal	<b>GCID: Professional Staff Training, Workshops and Conferences</b>	<b>Teaching: Human Resources Management: Professional Development</b>
Policy	Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
Replacement Policy	The network principal and/or principal in consultation with the SAB or SLT will determine the school's professional development plan and requirements for staff attendance. The school's professional development plan is specified in the innovation plan. The school retains the option to participate or not participate in any professional development offered by the district, and determination of whether or not the school's staff shall participate will be made by the network principal and/or principal.	
School Proposal	<b>GDA: Support Staff Positions</b>	<b>Teaching: Human Resource Management: Hiring of Support Staff</b>
Policy	All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees. The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. Only the Board may abolish a position that it has created.	
Replacement Policy	The school will use support staff positions that have been established by the Board, when applicable. <ul style="list-style-type: none"> <li>When unique support staff roles are needed to effectively implement the innovation plan, the school will establish new positions and create job descriptions for these roles. The network principal and/or principal or designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and</li> </ul>	

	<p>any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department.</p> <ul style="list-style-type: none"> <li>The school may create, revise, or remove any unique job descriptions necessary to implement the school’s innovation plan.</li> </ul>	
School Proposal	<b>GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p>The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	

<p>Replacement Policy</p>	<p>The Beacon Network Innovation School will have autonomy to recruit classified staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> <li>• The network principal and/or principal or his/her designee will work with the district Human Resources office to post classified positions through the district website. The school may also 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 selection using locally-designed processes.</li> <li>• The network principal and/or principal will consult with district Human Resources staff and incorporate hiring best practices at the school level where it is found to be appropriate.</li> <li>• The school will not be required to accept an appointment of a classified employee from the district.</li> <li>• Background checks will be administered using the existing systems and processes for the district.</li> </ul> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p><b>Notification shall be in writing.</b> Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
<p>School Proposal</p>	<p><b>GDI: Support Staff Probation, Tenure and Seniority</b></p>	<p><b>Teaching: Human Resources: Hiring and Dismissal</b></p>
<p>Policy</p>	<p>A full-time classified employee shall serve a probationary period of two years on a full-time basis continuously and without interruption, be employed for the next succeeding or third year, and be notified thereof in writing before attaining the status of continuing service. A "year" shall mean that continuous period not in excess of 12 months during which the job classification involved re-quires the active services of the employee.</p> <p>Any classified employee having served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously and without interruption for two complete years, who has been or shall be re-employed for the third year immediately succeeding, and who has been notified in writing shall have continuing service as a classified employee during efficient performance of duties, good behavior and continuous service without the need for recurring annual appointment.</p>	
<p>Replacement Policy</p>	<p>All classified employees retain their existing status of at-will and will not be eligible to attain the status of continuing service.</p>	
<p>School Proposal</p>	<p><b>GDD: Support Staff Vacation</b></p>	<p><b>Teaching:</b></p>

		<b>Human Resources: Hiring and Dismissal</b>
Policy	<p>Professional technical and nonaffiliated staff: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the officially adopted school calendar.</p> <p>Facility managers: Facility managers shall be granted 15 days of paid vacation per year. Those who have completed 15 years of continuous service...shall be granted five additional days of vacation for a total of 20 days. Holidays for facility managers shall be those determined by the officially adopted school calendar for 245-day classified employees.</p>	
Replacement Policy	GDD will be followed with the following exception: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the Beacon Network Innovation School calendar.	
School Proposal	<b>IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)</b>	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. 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 Beacon Network 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	<b>IKB: Homework</b>	Educational Program
Policy	Parents should expect their children to have regular homework assignments and should question the lack of such assignments.	

	<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>	
<b>Replacement Policy</b>	<p>The Beacon Network Innovation School will implement a homework policy that is in alignment with the educational program outlined in the innovation plan. In instances when work is not completed at school, the school will have the ability to expect students to complete their work during lunch or after school in a homework help center – attendance is mandatory. As students advance to higher grades, the homework load will increase in order to appropriately prepare students for post-academic success.</p>	
School Proposal	<b>IKF: Graduation Requirements</b>	Educational Program
<b>Policy</b>	<p>Policy IKF- Graduation Requirements  Note: These requirements begin with the graduating class of 2011.  The high school diploma awarded by Denver Public Schools represents a high standard of quality in curriculum content, instruction, and student learning, and should be maintained as a document that reflects substantial effort by the student and the school district in preparation for the world of work or higher education.</p> <p><b>THE PERSONAL EDUCATION PLAN</b>  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.</p>	

The course requirements stated are definitive. An individual school may not impose course requirements beyond those stated as a condition of graduation from high school, unless permission is granted by the Chief Academic Officer.

A high school principal may waive a given requirement if, in the principal's judgment, it is determined to be in the best educational interest of the student or if required in order to provide each student with disabilities a Free Appropriate Public Education (FAPE).

A high school diploma from Denver Public Schools certifies that a student has fulfilled all graduation requirements in one of five course areas. A personalized education plan is required for each course area:

- Combined General Course of Study
- Achieving Personal Excellence (APEX)
- Combined General Program
- Work Experience and Study
- Designated Course of Study.

The Combined General Course of Study, Work Experience and Study, and the Designated Course of Study options are available only to students with identified special education needs or to students whose Individualized Education Program necessitates one of these courses of study. A student's course of study is not reflected in a differentiated diploma, but rather in the student's transcript. Every student diploma will state, "This diploma is reflective of the student's course of study as recorded on an official transcript."

#### REQUIRED UNITS OF STUDY

##### 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. The content area requirements are as listed below.

##### 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.

##### 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.

##### 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.

##### 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.

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

#### 6. Academic Electives

Twenty semester hours (2 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.

#### 7. Community Service and Service Learning

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.

#### 8. Electives

Student must earn 70 semester hours of electives, of which 20 semester hours may be community service and service learning.

#### 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.

#### Work Experience and Study

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.

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.

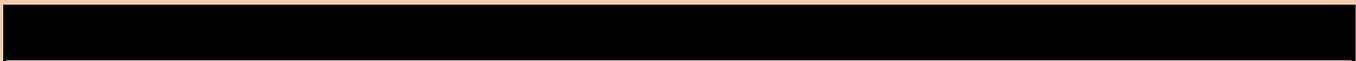
Transfer Students

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.

Certificate of Attendance

	<p>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>CROSS REF.:  IHCDA, Post Secondary Options/Concurrent Enrollment  IHDB, Adult High School/GED Programs  IKE, Promotion, Retention, and Acceleration of Students</p> <p>Portions adopted April 22, 1977, September 17, 1981, April 7, 1994. June 1995  Revised:  November 19, 2009  October 15, 2009  August 21, 2008  May 19, 2005  December 1996  May 1997  May 1999  May 2000</p>
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<b>Replacement Policy</b>	<p>Beacon Middle School Network students will have the opportunity to receive high school credit for courses completed in middle school.</p> <p>Beacon Middle School Network students advance through the curriculum in a personalized environment that allows for acceleration. Students who master the 8<sup>th</sup> grade ELGs and Standards will have the opportunity to complete online high school courses. Students who complete high school courses and demonstrate mastery on end of course assessments will earn high school credit.</p>
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**WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT**

School Proposal	DCTA: Article 1-2: Definition of Teacher	Teaching: Human Resources: Teacher Licensure
Policy	The term "teacher" as used in this Agreement shall mean all non-administrative teaching personnel, employed half-time or more, who are licensed by the Colorado Department of Education as teachers, including others who are authorized to teach by statute.	
Replacement Policy	The term "teacher" will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)	
School Proposal	Article 1-7: Definition of "School Year"	Educational Program: 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.	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	<p>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.</p> <p>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.</p>	
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.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Policy	<p><b>5-4 School Leadership Team.</b></p> <p>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 who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The SLT will meet regularly.</p> <p>Their responsibilities shall include:</p> <ol style="list-style-type: none"> <li>a. Review data and collaborate in the development of the School Improvement</li> <li>b. Plans;</li> <li>c. Review and collaborate on the design of and schedule for the professional</li> <li>d. development plan within the 40 hour work week. The SLT shall take into</li> <li>e. consideration other professional development and teacher obligations in</li> <li>f. scheduling this time;</li> <li>g. Review and collaborate on the implementation of the District's instructional</li> <li>h. program as it specifically applies to classrooms and grades at the school</li> <li>i. including prioritizing and sequencing activities within the teacher work</li> <li>j. week;</li> <li>k. Collaborate to identify strategies for increasing enrollment at the school;</li> <li>l. Collaborate to develop communication strategies for regularly reporting</li> <li>m. student progress to parents;</li> </ol>	

	<ul style="list-style-type: none"> <li>n. Collaborate to implement best instructional practices;</li> <li>o. Perform additional duties as outlined in Article 8.</li> </ul>	
Replacement Policy	<p>School Leadership Team.</p> <p>Each Beacon Middle School Network school will have a School Leadership Team (SLT) consisting of the principal, the association representative, and a minimum of 4 teacher representatives, appointed by the principal, who represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. In addition, the principal may appoint other representatives to the SLT as needed.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter shall be referred to the Network Executive Principal who shall consult with OSRI prior to making a decision. The SLT will meet regularly. Their responsibilities shall include:</p> <ul style="list-style-type: none"> <li>a. Review data and collaborate in the development of the School Improvement Plans and Beacon Innovation Plans;</li> <li>b. Review and collaborate on the design of and schedule for the professional development plan consistent with the Innovation Plan. The SLT shall take into consideration other professional development and teacher obligations in scheduling this time;</li> <li>c. Review and collaborate on the implementation of the Beacon Network Innovation instructional program as it specifically applies to classrooms and grades at the school;</li> <li>d. Collaborate to identify strategies for increasing enrollment at the school;</li> <li>e. Collaborate to develop communication strategies for regularly reporting student progress to parents;</li> <li>f. Collaborate to implement best instructional practices;</li> <li>g. Perform additional duties as assigned.</li> </ul>	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
Article Summary	<p>Article 8 - Professional Standards</p> <p>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</p>	

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.

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...

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...

8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.

8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.

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.

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.

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.

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.

8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.

8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.

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.

8-7 Non-Teaching Duties.

8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.

<p>School's Replacement Policy</p>	<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 to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the network principal and principal in consultation with the SAB or SLT. Non student contact days, planning days, assessment days, and professional development days will be determined by the network principal and/or principal in consultation with the SAB or SLT 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>School Proposal</p>	<p>Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers</p>	<p>Leadership: Human Resource Management: Teacher Evaluation</p>
<p>Policy</p>	<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.</p> <p>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>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 evaluation which applies to all teachers as all teachers.</p> <p>10-3: Timeline: 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.</p> <p>10-3-1: The School will participate in District Pro-Comp systems.</p> <p>10-4: The network principal and/or principal will oversee all evaluations to ensure the appropriate standards are being used. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</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>Teachers with annual contracts who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the network principal and/or principal, the network principal and/or principal or other designated licensed evaluator will identify areas for improvement with the teacher, give the teacher notice of the areas for improvement in writing, and</p>

	conduct weekly observations with written feedback. If, after 30 days, the teacher fails to make sufficient progress under the plan, the teacher’s unsatisfactory performance will constitute cause for termination.	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<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</p> <p>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>11-3 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>	
Replacement Policy	The School has the authority to establish policies and procedures on teacher leave and corrective action for newly hired teachers. Teachers shall be entitled to the district’s basic fairness and due process guidelines in issuing corrective action.	
School Proposal	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"> <li>• Teachers verify consideration group...</li> <li>• 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.</li> <li>• Recommendation for non-renewal of probationary teachers.</li> <li>• In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</li> <li>• Schools report vacancies. (Article 13-17) Vacancies are posted.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teachers apply to transfer for vacancies. (Article 13-18)</li> <li>• Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)</li> <li>• Assignment of unassigned non-probationary teachers. (Article 13-194)</li> <li>• End of open market staffing cycle.</li> </ul> <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>	
<p>School's Replacement Policy</p>	<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>Non-probationary teachers hired prior to the original implementation of the school's innovation plan that leave the school in good standing shall maintain non-probationary status if hired in another district school that does not have waivers from non-probationary teaching status.</p>	
<p>School Proposal</p>	<p>Article 13-8 Personnel Committee</p>	<p>Teaching: Human Resources Management: Hiring &amp; Staff Assignments</p>
<p>Article Summary</p>	<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>	

	13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.	
School's Replacement Policy	<p>13-8. The network principal and principal 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 network principal and principal with input from the Network Leadership Team (NLT) on 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 network principal and principal, in consultation with the NLT, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the network principal and principal determine that the school will undergo a RIB, all candidates currently in the position being reduced will be considered and the principal, in consultation with the NLT, will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School Teaching Positions	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>The School has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.</p> <p>14-1 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>14-1-1-2 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>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</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.	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing

Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>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.</p>	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>The School has the authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.</p> <p>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</p>	

	request in writing to the school's principal. The principal, in consultation with the SAB & SLT, 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.	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	As part of the budgeting process conducted each spring for the following school year, the principal, in consultation with the SAB & SLT, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities consistent with the innovation plan. This determination shall be made by March 15th for the following school year and reevaluated based on actual budget and enrollment each fall.	
CBA Article/Section	Article 7: Grievance Policy	Teaching: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	<p>The School will develop a dispute resolution process for newly hired teachers that permit association representation of faculty members and an avenue to appeal to the Superintendent's designee. Disputes between faculty members and the District may be brought directly to the Superintendent's designee. The faculty member is entitled to representation by the Association. Faculty are encouraged to first attempt to resolve the dispute internally with SLT then if needed escalate to the principal or executive principal.</p> <p>The school shall maintain the following Grievance Policy:</p> <p>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</p>	

proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.

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.

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.

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 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.