

Place Bridge Academy Waiver Language and Replacement Policies

Section VI: WAIVERS

A. District Policy Waivers

District Policy	ILBA : District Student Assessment	Educational Program: Interims
Policy language/ summary	District assessment provides information on each student’s educational growth for the purposes of instructional improvement, special programs, communication with students and parents, and state and federal accountability. The district’s assessment program consists of tests that are given statewide and nationally, as well as locally developed assessments that monitor student progress toward state standards. In addition, teachers create classroom assessments that match the district’s approved curriculum and identify individual strengths and weaknesses.	
School’s Replacement Policy	PBA follows the components of the district assessment program that include tests that are given statewide and nationally. Modifications to these components of the program are limited to the assignment of particular testing administration windows, as feasible. In addition, PBA develops a comprehensive assessment plan that assesses students regularly in all core academic classes throughout the year. The function of these assessments is to provide teachers with real-time information on the academic growth of each student, and allow students with the ability to track their own academic progress. Results allow teachers to more effectively differentiate instruction. The ultimate goal of the school based assessment program is successful student academic achievement as assessed by PARCC, CMAS and ACCESS. The school Curriculum and Assessment Team, in collaboration with the school administrative team, determine and develop effective assessment instruments for each core content area. This system is reviewed and approved by the School Leadership Team.	
District Policy	IE: Organization and Instruction	Educational Program
Policy language/ summary	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.	
School’s Replacement Policy	PBA 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.	
District Policy	IGA: Curriculum Development	Educational Program
Policy language/ summary	Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools. To be successful,	

	<p>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. 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>	
School's Replacement Policy	<p>PBA school personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. Our curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction, and assessments. The district evaluates the impact of the PBA education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year. The principal and the Instructional Superintendent must approve any interim changes.</p>	
District Policy	IGD: Curriculum Adoption	Educational Program
Policy language/summary	<p>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.</p>	
School's Replacement Policy	<p>The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.</p>	
District Policy	IIA/IIA-R: Instructional Materials	Educational Program
Policy language/summary	<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 annually review 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>	
<p>School’s Replacement Policy</p>	<p>The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District’s Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.</p>	
<p>District Policy</p>	<p>IJJ/IJJ-R: Instructional Materials</p>	<p>Educational Program</p>
<p>Policy language/ summary</p>	<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"> 1. The extent to which they are aligned with the Denver Public School Standards for Success, District goals and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <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. Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff.</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>	

	Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.	
School's Replacement Policy	The school curriculum provides a program of instruction that enables students to meet or exceed CCSS, CAS and WIDA standards. We regularly evaluate our education program and make changes to curriculum content, instruction and assessments. School personnel, consistent with our innovation plan and using all available resources, carry out curriculum development. We utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in our innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. The district evaluates the impact of our education program as part of its 3-year review of our innovation plan. In addition, the CSC and SLT review our UIP each year.	
District Policy	GCID: Professional Staff Training, Workshops and Conferences	Human Resources: Staff Development
Policy language/summary	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 department travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
School's Replacement Policy	The PBA Professional Development Team, and the Curriculum and Assessment team determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the innovation plan. The school determines the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. The school's principal and the SLT approve all of the school's professional development. The SLT and the administrative team evaluate the school's professional development plan each year based on student assessment results. Based on achievement data and other evaluative methods, the school's professional development plan is developed at the beginning of each school year. The school retains the option to participate or not participate in any professional development programs offered by the school district.	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	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	

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

B. State Statute Waivers

School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school	

	<p>year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (l) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (l) upon application therefore by the board of education of the district.</p>	
Replacement Policy	<p>In accordance with the innovation plan, the school’s principal, in consultation with the CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	<p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>	
Replacement Policy	<p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC and the SLT will determine the following year's 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 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</p>	

	<p>approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.</p> <p>The school year calendar shall be revised only to align PD days (Blue and Green Days) to meet the schools PD and assessment needs.</p>	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS and WIDA. The school will regularly evaluate its education program and make changes to curriculum content, instruction, professional development and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	<p>In accordance with the innovation plan, the school will implement the Colorado Academic Standards and Common Core State Standards, as well as the WIDA standards. The DPS Board delegates to the school the authority to develop a local plan for implementation of the CCSS, the CAS and the WIDA standards in a way that aligns to the school’s innovation plan.</p>	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Leadership: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in	

	participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
State Statute	Employment and Authority of Principals	Governance: Principal Hiring Process
State Statute	3.06(d) Section 22-32-126, C.R.S.	
Statute Description	<p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he/she is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the school under his/her supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5)(a) The principal or the principal’s designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the</p>	

	<p>information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110(2) procedures to inform the student and the student’s parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student’s parent or guardian. The discipline code shall also establish procedures to allow the student and the student’s parent or guardian to challenge the accuracy of the disciplinary information.</p>
School’s Replacement Policy	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the PBA community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The PBA SLT in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the SLT from the district’s principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the SLT and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the SLT and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.</p>