

West Generation Academy- COMMON WAIVERS & REPLACEMENT POLICIES
DPS, DCTA, and Colorado State Statutes

DPS Policy Waivers

| | Policy Waived | Area of Impact |
|---|---|-------------------|
| WAIVER REQUESTS - DPS BOARD POLICIES | | |
| School Proposal | BDF-R4: Collaborative School Committees | Governance |
| Policy | <p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff. Purposes and Scope: to enhance student achievement and school climate by engaging the school community in collaborative efforts; supporting the school and District's goals; to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. The collaborative school committee will: work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; focus on the SIP as its primary responsibility at the school; use Multiple Measures and align resources to support the SIP and the school's program design; provide guidance, evaluation and approval for the SIP; provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; act as the School Improvement and Accountability Council (SIAC) for the building; establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; review, and when appropriate, approve discipline and safety procedures; and when appropriate, revise the school calendar and/or schedule; make recommendations regarding any changes to the school design to the District Board of Education through the building principal. The collaborative school committee will not: participate in the day-to-day operations of the school; be involved in issues relating to individuals (staff, students, or parents) within the school; be involved in personnel issues.</p> | |
| Replacement Policy | <p>The School's Collaborative School Committee will be replaced by a School Accountability Committee to support the implementation of the Innovation Plan. The SAC will comply with State Law on School Accountability Committees. The membership of the SAC will include the following voting members determined through the following process.</p> <p>Positions assigned by the principal:</p> <ul style="list-style-type: none"> • 1 Principal • 2 Administrators • 1 Community Liaison • 2 Parent representatives <p>Positions elected by peers:</p> | |

| | | |
|--------------------|--|----------------------------|
| | <ul style="list-style-type: none"> • 2 students • 3 teachers • 1 support staff <p>The SAC shall have the following responsibilities:</p> <ul style="list-style-type: none"> • Meeting at least once a month • Approving the school’s annual budget • Approving the school’s master calendar and schedule as recommended by the SLT • Making recommendations regarding the school’s culture and behavior, and services for special populations. • Making recommendations regarding the staffing plan, including the RIB process. | |
| School Proposal | KHBA: Sponsorship Programs | Governance / Budget |
| Policy | <p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program.</p> <p>The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.</p> <p>Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues.</p> <p>Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement.</p> <p>All sponsorship activities will comply with district policies.</p> | |
| Replacement Policy | <p>The School has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. | |

| | | |
|--------------------|--|-----------------------|
| | <p>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</p> | |
| School Proposal | IC/ICA: School Year/School Calendar | Calendar and Schedule |
| Policy | <p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year. All calendars shall include the dates for all staff in-service programs scheduled for the coming school year. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> | |
| Replacement Policy | <p>The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state. In 2016-17 the work year for teachers will be 184 days.</p> <p>No later than 30 days before the end of the school year, the principal in consultation with the SAC 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.</p> <p>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.</p> <p>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.</p> <p>The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the policy for Article 8 of the DCTA contract.</p> | |
| School Proposal | IJOA and IJOA-R2: Field Trips | Education Program |
| Policy | <p>In a society which finds many children information rich and action poor, real life experiences must become an essential and integral part of their learning experience. Often these experiences can be brought into or simulated in the classroom, but often it is necessary to send or take students into the</p> | |

| | | |
|--------------------|--|---------------------------------|
| | <p>field for learning experiences outside the classroom. Some of this field learning may be accomplished by students alone or in small, relatively unsupervised groups through homework assignments, independent study, service or work/study, or apprenticeships. In other situations where group field experience is more productive for both the group and the individual learners than classroom experience, it is necessary to undertake group excursions. 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 principal and/or teachers involved are in doubt or when the proposed experience involves long, extended periods of time (more than two school days or more than five days' total time), expenditure of school district funds or large expenditures of money, principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee. Decisions at any level may be appealed to a higher level. 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. Buses being used for educational excursions are intended primarily to transport only students' teachers, student teachers, other college or university students and instructors, or other employees such as school aides. However, if the presence of volunteer aides or students' parents will contribute to the success of the excursion, transporting them also may be arranged. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation. Teachers may take students on educational excursions within reasonable walking distance of the school by arrangement with the principal</p> | |
| Replacement Policy | <p>The school has the authority to schedule field trips and excursions as often as they feel possible. Teachers must submit field trip requests to building principal and receive approval for field trip. 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. 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> <ul style="list-style-type: none"> • All excursions requiring students to be transported can be transported in school busses or through other means of transportation. Students can be transported through the City RTD system or through School vehicles. • Teachers may also have students walk on specific excursions. <p>Excursions can occur during the school day as well as after school hours, but in both cases parents and family will be notified.</p> | |
| School Proposal | IKE and IKE-R: Promotion, Retention and Acceleration of Students | Graduation and Promotion |
| Policy | <p>Grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging. Grade retention or acceleration of students will depend on several factors including all of</p> | |

| | | |
|--------------------|--|--------------------------|
| | <p>the following:1. Academic skills 2. Maturity3. Satisfactory completion of assigned work4. Likely success in completing the academic work at the next grade level Grade retention or acceleration will be based on the best interests of the student and his/her educational success.</p> <p><i>Elementary and Middle School</i> Students will be retained or accelerated, unless otherwise determined by the superintendent or his/her designee, if the following criteria are met:1. The parents and the school principal agree that grade retention or acceleration is in the best interests of the student based on the general considerations above and is consistent with Policy Procedures IKE-R.2. The student does not comply with requirements for promotion that are established by the Superintendent. In this instance, Policy Procedures IKE-R do not apply.</p> <p><i>High School</i> Grade levels will be determined based on credits earned as defined below: Grade 9 (Freshman) Less than 60 credits; Grade 10 (Sophomore) 60 to 120 credits; Grade 11 (Junior) 121 to 170 credits; Grade 12 (Senior) 171 to 240 credits. While students generally attempt to complete 55 credit hours per year, a student may attempt more or less than this number of credit hours consistent with the general considerations above. Students' grade levels will be revised periodically to be consistent with these requirements. Students must complete the requirements set forth in Policy IKF Graduation Requirements to receive a diploma.</p> | |
| Replacement Policy | <p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on attendance, reading and math achievement levels as determined by performance on standardized assessments, common school wide assessments, district benchmark assessments, STAR reading and STAR math results, and daily classroom assignments.</p> <p>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, with additional meetings at least every 6 weeks thereafter.</p> <p>Based on the student's progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community. If school leadership 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 school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees.</p> <p>All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.</p> <p>The policy will meet or exceed the minimum standards of the District and state. Following the District's process (which is a process that is separate from the process of securing innovation status), the School may request the flexibility to adopt its own promotion and graduation policies.</p> | |
| School Proposal | IKF: Graduation Requirements | Graduation and Promotion |
| Policy | <p>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>THE PERSONAL EDUCATION PLAN</p> <p>Each student who enters a Denver Public Schools high school will develop a personal education plan</p> | |

(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.

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; Social Studies 2.0 Units; Science 1.0 Unit; Mathematics 2.0 Units; Physical Education/ Dance, Citywide Marching Band, or ROTC 1.0 Unit (unless otherwise specified by IEP); Electives: 1.0 Unit in vocations and/or Transition Classes - Required; 8.0 Units (may include work experience); 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:

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.

Replacement Policy

The School has the authority to waive Physical Education (Dance, Citywide Marching Band, ROTC, or DPL Athletics) elective requirements if a student is enrolled in an Early College Pathway. These electives may be replaced with CTE/or Career Connect electives.

The School has the authority to allow students in the Early College Pathways to take additional CTE or Career Connect electives in lieu of the required Ten semester hours (1 unit) from an approved district electives list.

CTE / Career Connect electives may replace any required district elective.

State Statute Waivers

WAIVER REQUESTS – COLORADO STATE STATUTES

| | | |
|--------------------|---|---|
| School Proposal | Colorado State Statutes: Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay | Teaching: Human Resource Management: Staff Hiring, Compensation |
| Policy | 22-32-109. Board of education - specific duties. (1)each board of education shall have and perform the following specific duties:(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school | |
| Replacement Policy | Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the SAC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the SAC shall determine the rate of pay during the budget cycle each Spring for the following year. | |
| 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 Budget Partner. | |
| 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 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 (I) 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 (I) upon application therefore by the board of education of the district. | |
| Replacement Policy | In accordance with the innovation plan, the school's principal, in consultation with the SAC, 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. In no event shall the calendar or schedule violate protections provided to teachers in the policy for Article 8 of the DCTA agreement. | |
| School Proposal | Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact | Educational Program: Calendar and Schedule |
| Policy | (II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students. | |
| Replacement Policy | In accordance with the innovation plan, the school’s principal, in consultation with the SAC, 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. In no event shall the calendar or schedule violate protections provided to teachers in the policy for Article 8 of the DCTA agreement. | |
| School Proposal | Section 22-32-109 (1)(n)(II)(B): School Calendar | Educational Program: Calendar and Schedule |
| Policy | (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. | |
| Replacement Policy | No later than 60 days before the end of the school year, the principal, in consultation with the SAC will determine the following year’s school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the policy for Article 8 of the DCTA contract. | |
| 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. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources. The School will utilize textbooks and/or equivalent learning materials specific to each course and grade level as chosen by WGA / Early College Instructional Leadership Team (ILT). The ILT has the choice to prescribe the DPS curriculum for the course or a quality alternative. <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 | In accordance with the innovation plan, the school will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to the school the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school’s innovation plan. | |
| School Proposal | Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development | Teaching: Human Resource Management: 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 | In accordance with the innovation plan, the school’s principal and the district evaluator shall jointly determine the required training or development of the principal and the administrative team. The principal and the administrative team will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal’s professional development plan. | |
| School Proposal | ERRATA: WAIVER NOT NECESSARY 22-32-110(1)(ee) Local Board Powers Employ teachers' aides and other noncertificated personnel | Teaching: Human Resource Management: Hiring Teacher Aides |
| Policy | (1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections | |

Replacement Policy

The DPS board grants autonomy to the principal, in consultation with the SAC, to make staffing decisions in consultation with the Department of Human Resources. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program and in compliance with NCLB HQT requirements.