

Morey Middle School Innovation Application: Spring 2017

	Student Perception Survey Results (high level)	
January	Handbook / Discipline Policy Revision Idea Development Enrollment Projections Preliminary Budget Review	Action Plans for Student & Parent Surveys
February	Budget and Staffing Changes Progress on Goals – Interim Assessments	Budget and Staffing Changes Interim Assessment Action Plans: Pre-CMAS
March	Final Budget Report Handbook / Discipline Policy Revision Idea Development Preliminary Enrollment Report Calendar & Schedule	None
April	Principal Development / Evaluation: Process	Calendar & Schedule
May	Progress on Goals – Preliminary SPF Projections, UIP Progress	Principal Development / Evaluation

Section VI: Waivers

DPS Waiver Requests & Replacement Policies
Request for Innovation Status Spring 2017
DPS, DCTA, and Colorado State Statutes

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF-R4: Collaborative School Committees	Governance

Policy

There shall be at each school a Collaborative School Committee (CSC).

Membership:

Each CSC shall consist of at least:

three parents or legal guardians of students enrolled in the school

one teacher who provides instruction at the school

the principal or the principal's designee

one person from the community

one adult member of an organization of parents, teachers and students recognized by the school

The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.

A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.

To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

Election of Members:

Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC.

If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.

Duties:

In accordance with state statute, the CSC shall:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the

school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.

3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.

4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.

5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations.

6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in [C.R.S. 22-11-401\(1\)\(d\)](#). The committee's activities to increase parent engagement must include, but need not be limited to:

Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;

Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and

Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:

1. participate in the day-to-day operations of the school;
2. be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings

The CSC shall publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

<p>Replacement Policy</p>	<p>The School Leadership Team and School Collaborative Committee will be replaced with the CSLT (School Collaborative Leadership Team):</p> <p>CSLT:</p> <p>The CSLT which is the school governance committee, replaces the CSC and SLT.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● At least 3 Teachers ● At least 4 Parents (constituting the largest group) ● At least 1 Non-Certificated Staff Member <p><u>The CSLT shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Providing advice and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDFR4 in addition to the following: ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule ● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities ● Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists) 	
<p>School Proposal</p>	<p>KHBA: Sponsorship Programs</p>	<p>Governance / Budget</p>

Policy

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.

The Superintendent or his designee shall have the authority to 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.

Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues.

Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement.

All sponsorship activities will comply with district policies.

<p>Replacement Policy</p>	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget. The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities. 	
<p>School Proposal</p>	<p>GCF/GDF: Staff Recruitment/ Hiring</p>	<p>Teaching: Human Resources Management: Hiring</p>

Policy

Hiring

There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.

All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.

The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.

Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.

Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.

Background checks

Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.

<p>Replacement Policy</p>	<p>The Innovation School will follow District Policy GDF/GCF; however, the 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"> • The 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. • The 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 (with the exception of ADA placements) • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal and state requirements. • Background checks will be administered using the existing systems and processes for the district. • The School shall conduct reference checks. 	
<p>Collective Bargaining Agreement Articles Waivers WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT</p>		
<p>School Proposal</p>	<p>Article 1-7: Definition of "School Year"</p>	<p>Educational Program: Calendar & Schedule</p>

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Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as used 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: Request for Waivers	Governance: Management
Policy	Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Policy	<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 ... elected annually by a majority of the faculty voting by secret ballot.</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.</p>	

<p>Replacement Policy</p>	<p>The CSLT, which is the school governance committee, replaces the CSC and SLT.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● At least 3 Teachers ● At least 4 Parents (constituting the largest group) ● At least 1 Non-Certificated Staff Member <p><u>The CSLT shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● Meeting at least once a month ● Providing advice and recommendations to the principal regarding all responsibilities of the CSLT detailed in Policy BDFR4 in addition to the following: <ul style="list-style-type: none"> ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule ● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities ● Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists) 	
<p>School Proposal</p>	<p>Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load</p>	<p>Educational Program: Calendar & Schedule</p>

Article
Summary

Article 8 - Professional Standards

School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty.

Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.

8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.

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.

School's
Replacement
Policy

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSLT will make decisions as described in the innovation plan.

- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan, without exceeding upper limits on class sizes as set by the collective bargaining contract.
- The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan.

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 principal in consultation with the CSLT annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSLT annually, consistent with the innovation plan, as part of the adoption of the school calendar.

8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and may receive additional directed common planning time.

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.

8-8 The School's teachers will be responsible for lesson plans for the first ten ten school days of any single absence.

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

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<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 requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement (with the exception of ADA placements).</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to determining probationary or non-probationary status.</p>	
<p>School Proposal</p>	<p>Article 13-8 Personnel Committee & 13-10 Reduction in Building Staff (RIBS)</p>	<p>Teaching: Human Resources Management: Hiring & Staff Assignments</p>

Article
Summary

13-8 Personnel Committee.

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.

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.

13-8-3 Teacher members will be chosen by the faculty.

13-8-4 The Personnel Committee will make decisions by consensus...

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...

13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.

13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of teaching assignments at a school, or when a Collaborative School Committee decides fewer teaching assignments are needed in a department, grade level or ELA/specialty area.

13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.

13-10-3 The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The Personnel Committee shall notify the affected consideration group as soon as possible. Teachers will not be required to re-interview for their positions if they are not in an affected consideration group.

13-10-3-1 For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.

13-10-3-2 Each teacher may reside in only one consideration group.

13-10-3-3 Excluding job share teachers, contract teachers who are assigned to a school less than full-time, shall be accorded the same transfer rights as other teachers in the consideration group.

13-10-4 Teachers on approved leaves where their positions are being held in accordance with Appendix B shall be considered equally for the purpose of reduction.

13-10-5 The Personnel Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for 44 of 99 Reduction in Building Staff, the Personnel Committee shall include the following:

- Teachers in the consideration group may choose to vacate an assignment.
- Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process.
- All members of the consideration group must be interviewed by the Personnel Committee.

13-10-6 The Personnel Committee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Committee is unable to reach consensus, the principal will decide which candidate will be reduced.

13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.

13-10-8 Teachers who are involuntarily transferred are expected to actively participate in the teacher staffing process. The District may pursue consequences for teachers who are directly placed for three (3) consecutive years who have not actively participated in the teaching staffing process.

13-10-9 Leaves/Job Share/Retirement. See related Articles 22, 25 and 31-16.

<p>School's Replacement Policy</p>	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, the school leader shall establish a hiring committee which will be constructed by the principal in consultation with the CSLT to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire. All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>13-10. The principal, with consultation from the CSLT, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal and the principal will make RIBS decisions based on school determined criteria including performance and professionalism.</p>	
<p>School Proposal</p>	<p>Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time</p>	<p>Teaching: Human Resource Management: Staff Assignments</p>

<p>Policy</p>	<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>	
<p>School's Replacement Policy</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 request in writing to the school's principal. The principal, in consultation with the CSLT, 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.</p>	
<p>CBA Article/Section</p>	<p>Article 32: Extra Duty Compensation</p>	<p>Teaching: Human Resources Management: Compensation</p>

<p>Article Summary</p>	<p>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.</p>
<p>School's Replacement Policy</p>	<p>The School has the authority to determine its own compensation structure for additional work provided the school submits a replacement policy to their CSLT and HR for annual review ensuring sustainability, transparency and equity.</p> <ul style="list-style-type: none"> ● The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement. ● The principal, in consultation with the CSLT, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. ● School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan. ● In no event shall this determination be made later than the date of the final budget submission for the following school year, on or around April 1st. This is submitted to the DPS HR.

<p>State Statute Waivers WAIVER REQUESTS – COLORADO STATE STATUTES</p>		
<p>School Proposal</p>	<p>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>	<p>Teaching: Human Resource Management: Staff Hiring, Compensation</p>

<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (l) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>
<p>Replacement Policy</p>	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSLT, will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales provided the school submits a replacement policy to their CSLT and HR for annual review to ensure sustainability, transparency and equity.</p> <p>For all unique job descriptions, the Principal in consultation with the CSLT and HR shall determine the rate of pay during the budget cycle each Spring for the following year.</p> <p>The school will use support staff positions that have been established by the Board, when applicable. 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 school principal or his 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 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. The school may create, revise, or remove any unique job descriptions necessary to implement the school’s innovation plan.</p>

<p>School Proposal</p>	<p>Section 22-32-109(1)(g): Handling of Money</p>	<p>Governance: Budget</p>
<p>Policy</p>	<p>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</p>	
<p>Replacement Policy</p>	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> ● In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. ● The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. ● The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner. 	
<p>School Proposal</p>	<p>Section 22-32-109(1)(n)(l): Schedule and Calendar</p>	<p>Educational Program: Calendar and Schedule</p>

Policy

(n) (l) 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 (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>	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <ul style="list-style-type: none"> • School has the authority to determine the number of professional development days, days off, and late starts/early release days. • School calendar will be posted by May 1st for the following year. • In accordance with the innovation plan, the school’s principal, in consultation with the CSLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. • 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</p>	<p>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</p>	<p>Educational Program: Calendar and Schedule</p>
<p>Policy</p>	<p>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred 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.</p>	

<p>Replacement Policy</p>	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • In accordance with the innovation plan, the principal, in consultation with the CSLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. • 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</p>	<p>Section 22-32-109 (1)(n)(II)(B): School Calendar</p>	<p>Educational Program: Calendar and Schedule</p>
<p>Policy</p>	<p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>	

<p>Replacement Policy</p>	<p>The school has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • No later than 60 calendar days before the end of the school year, the principal in consultation with the CSLT 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 replacement policy for Article 8 of the DCTA contract. 	
<p>School Proposal</p>	<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>
<p>Policy</p>	<p>(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;</p>	

<p>Replacement Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSLT. • Substantive interim changes must be approved by the Principal and District Staff. 	
<p>School Proposal</p>	<p>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</p>	<p>Education Program</p>
<p>Policy</p>	<p>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;</p>	

<p>Replacement Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSLT. • Substantive interim changes must be approved by the Principal and District Staff. 	
<p>School Proposal</p>	<p>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</p>	<p>Teaching: Human Resource Management: Professional Development</p>
<p>Policy</p>	<p>(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.</p>	

<p>Replacement Policy</p>	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
<p>School Proposal</p>	<p>22-32-110(1)(ee) Local Board Powers- Employ teachers' aides and other noncertificated personnel</p>	<p>Teaching: Human Resource Management: Hiring Teacher Aides</p>
<p>Policy</p>	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>	

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<p>Replacement Policy</p>	<p>The DPS board grants autonomy to the principal, in consultation with the CSLT, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.</p>	
<p>School Proposal</p>	<p>22-32-126: Employment and authority of principals</p>	<p>Leadership: Management</p>

Policy

22-32-126.

(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.

(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.

(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.

(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.

(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.

(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>	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <ul style="list-style-type: none"> Principal candidates are provided to the CSLT and superintendent or his/her designee from the district's principal hiring pool using the LEAD in Denver evaluation process. The district superintendent or his/her designee will manage the principal selection process and collaborate with the CSLT in recommending at least two final candidates to the superintendent for hiring. The superintendent (or his/her representative) may redirect the CSLT and his/her designee to continue the search for better qualified candidates should none of the proposed candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSLT and the Superintendent or his/her designee. Interviews and selection follow the DPS Human Resource hiring procedures. 	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception</p>	<p>Teaching: Human Resource Management: Hiring and Teacher Qualifications</p>

Policy

(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.

(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.

(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in [section 22-60.5-207](#).

(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.

<p>Replacement Policy</p>	<ul style="list-style-type: none"> • The school will employ licensed teachers for teaching of core content. Core content teachers that are the primary provider of instruction will be qualified in their particular content area(s), Language Arts; Math; Science; Social Studies (Civics, Government, History, Geography, Economics). • The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. • The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan. 	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule</p>	<p>Teaching: Human Resource Management: Compensation</p>
<p>Policy</p>	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	

<p>Replacement Policy</p>	<p>The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the CSLT, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSLT and HR for review to ensure sustainability, transparency and equity.</p> <ul style="list-style-type: none"> • Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws. 	
<p>School Proposal</p>	<p>22-63-402. Services - disbursements</p>	<p>Teaching: Human Resource Management: Teacher License</p>
<p>Policy</p>	<p>No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.</p>	

<p>Replacement Policy</p>	<p>The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed under the requirements of state law. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p>	
<p>School Proposal</p>	<p>22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries</p>	<p>Educational Program: Promotion, Retention and Acceleration of Students</p>
<p>Policy</p>	<p>Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.</p>	
<p>Replacement Policy</p>	<ul style="list-style-type: none"> The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSLT and HR to ensure sustainability, transparency and equity. 	
<p>School Proposal</p>	<p>22-33-102(1) Definition of "Academic Year"</p>	<p>Teaching: Payment of Salaries</p>

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Policy	As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.
Replacement Policy	"Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School. The calendar will be posted publicly by May 1 st for the following school year. The school's CSLT will provide input into the calendar.