

**Trevista at Horace Mann (Elementary)**



# TREVISTA

AT HORACE MANN

Innovation Plan Renewal

Spring 2017

## OVERVIEW

Trevista ECE-8<sup>th</sup> opened in the fall of 2008 due to the closing of three underperforming neighborhood schools; Remington Elementary School, Smedley Elementary School, and Horace Mann Middle School. The principal appointed to lead the consolidation was previously the principal of one of the closing elementary schools. The staff represented was made up of one third of each school's staff and ten percent new hires.

In 2010, Trevista was identified by the U.S. Department of Education as one of the lowest five percent of schools in the nation in terms of performance. In order to obtain funding, Denver Public Schools developed a successful turnaround proposal for the district and each school.

Staff being hired to work at Trevista began meeting with the principal and Deputy Director for the West Denver Network weekly to provide input into the original Innovation Plan. In addition, all teachers hired for Trevista reviewed and agreed to the implementation of the Innovation Plan.

Trevista's Turnaround Plan included:

- Significant changes in personnel
- Over \$1 million in state funding to support innovative and additional resources
- Documented plan of accountability for excellence

In the early Spring 2015, the DPS BOE voted to close the middle school component of the school due to declining enrollment. In June 2015, Trevista's innovation plan was granted a two year renewal.

In the fall 2015, Trevista at Horace Mann opened its doors as an elementary school only. After a successful first year, Trevista is now a green school as measured on the school performance framework. We hope that our innovation renewal will extend to three years after this year.

The purpose of the Innovation Plan is to ensure that the Trevista leadership team has the necessary autonomy and flexibilities to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

## INTRODUCTION

### **School:**

Trevista at Horace Mann  
4130 Navajo St  
Denver, CO

**School Leader:** Jesús Rodríguez

**Submission date:** Winter 2017

### **Innovation Planning Team**

- Jesús Rodríguez, Principal
- Mandy Martinez, Assistant Principal
- Craig McCoy, ECE ELA-E Teacher
- Ashley Crossland, Kindergarten ELA-E Teacher
- Lisa Pitman, 1<sup>st</sup> Grade ELA-E Teacher
- Allyson Castelli, 2<sup>nd</sup> Grade ELA-E Teacher
- Lauren Farnham, 3<sup>rd</sup> Grade ELA-E Teacher
- Courtney Comfort, Mild Moderate Special Education Teacher
- Jessica Mullins, 5<sup>th</sup> Grade ELA-E Teacher
- Alison Yocum, 5<sup>th</sup> Grade ELA-E Teacher
- Amanda Swales, Kindergarten ELA-E Teacher

## **INNOVATION: MISSION & VISION**

### **Mission**

Trevista at Horace Mann exists to serve the unique academic, physical, social, and emotional needs of students. The community of Trevista is committed to creating and maintaining a child-centered and caring environment where teaching and learning recognize the diversity and gifts of all members and ensure students are both supported and challenged to meet their highest potential.

### **Vision**

The Trevista community is invested in the college and career readiness of all students achieved through our relentless commitment to and accountability for:

- A safe, respectful and supportive school environment,
- Highly engaging and rigorous instruction,
- Language-rich and culturally responsive classrooms, and
- Collaboration with and among families, students and staff.

### **Alignment with DPS**

The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students' academic, physical, social and emotional needs are met

and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers, we will close the opportunity gap that exists presently. Our goals align to Denver Public Schools' goals and students will be college and career ready.

### **Autonomy & Accountability**

The purpose of the Innovation Plan is to ensure that the Trevista leadership and staff have the school level decision making ability to carry out a bold turnaround plan while being held accountable for dramatically increasing student achievement.

The following flexibilities are being requested by Trevista:

#### Educational Program:

- English Language Development Program Curriculum Modifications and Adaptations (EL Achieve)
- Process for Curriculum Analysis, Revision and/or Replacement
- School Selected and/or District Interim Assessments (including testing window changes)
- Selection of Intervention Curriculum and materials

#### Time:

- Staff Schedule and Calendar Changes
- Flexibility with start/end date for students
- Student length of day
- Additional individual planning time
- Additional directed and collaborative planning time
- Extended literacy block
- Reading Intervention 30 minutes per day embedded in reading block (in most cases; double dose GR or LLI)
- Extended mathematics block
- Customized ELD Block 45 minutes daily led by ELD teacher(s)
- Intervention Math Groups (math lab)
- School determined assessment dates

#### People:

- School Leadership Committee and School Advisory Board recommendation of future Principal
- School-based Hiring Process / No District Placements / No District RIF/RIB
- Annual Contracts for Staff
  - Probationary teachers and all other teachers hired after approval of the original plan (June 2012) receive annual contracts. Non-probationary teachers hired after approval of the Innovation Plan will resume non-probationary status if they are hired in another DPS school in the future, all other new teachers will be hired on annual contracts.

- Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan.
- School determined professional development

Money:

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services
- Option for Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site)
- Stipends for additional duties
- Stipends for additional teaching days and extended time

Innovation status will help us overcome barriers in the following ways:

- **Quality of Instruction:** CDE and the West Denver Network identified a lack of consistently high quality instruction across all classrooms in the past. This observation was supported by very low, historical, student achievement and student growth scores. Innovation status, through flexibility with the timing and process around hiring, will ensure the building is staffed with talented teachers who are ready, willing and able to lead a rapid improvement effort. These teachers will help build a school culture focused on high expectations, excellence, rigor and continuous improvement.
- **Lack of Instructional Time in Previous Schedule:** Given the learning needs of the Trevista student community, our students need a longer school day to ensure we can provide a rich, well-rounded curricular experience without compromising necessary time on core instruction. Through Innovation Status, Trevista will maintain additional instructional time.
- **Lack of Engagement:** Data from CDE and the West Denver Network revealed a significant lack of engagement among students in high-level, rigorous tasks. Ensuring a high quality teacher in every room enables Trevista to maximize every instructional minute. Flexibility with curriculum, time, resources and hiring through Innovation status will allow us to increase engagement in significant ways. (For example, average vs. actual salaries will allow Trevista to invest more broadly in technology and teachers who are unable to provide an engaging, motivating environment will not be retained at Trevista).

- **Achievement Gaps:** High poverty, predominantly students of color, comprises over 95% of the school population. 40% of Trevista’s population consists of students who are emerging bilinguals (second language learning students). There is a gap between the achievement levels of second language learners and their native English-speaking peers. In order to provide an equitable education and meet the needs of our students, Trevista must guarantee our families and students that every year
  - an excellent teacher is in every classroom
  - consistent, innovative approaches to language-rich instruction are our highest priority
  - district calendar adjustments allow us to maximize learning time,
  - extended learning opportunities and intensive interventions to accelerate academic achievement for every student .

Each of these provisions would be hindered without the flexibility of Innovation status.

- **English Language Proficiency:** Trevista’s CELA scores before ACCESS demonstrated that previous practices were not effective in developing English Language proficiencies. Trevista will use Innovation status to ensure all ESL/ELD teachers have the skills and understandings, the curricular resources and the support to provide language-development opportunities strategically throughout the day that will also provide an additional planning support for teachers. In addition, we will implement a consistent and customized English Language Development (ELD) block for our students. We will also design and incorporate predictive progress monitoring tools to inform our data team cycles and drive instructional improvements and intervention schedules. Our most recent ACCESS scores demonstrate that our current practices are resulting in much higher gains than previously and we are confident that with our new ELD block and teachers, this will continue to be the case.
- **Assessment Schedules:** Currently, the district establishes an interim schedule and set of assessments for students based on a timeline determined by external (not Trevista) departments. In order to maximize opportunities for teaching and learning, Trevista students will benefit from flexibility around timing, content, and frequency of formative assessments. Innovation status will allow us to determine the most appropriate schedule and assessment resources to measure and monitor proficiency toward grade level standards.
- **Financial Resources:** The current student-based budgeting process does not provide for sufficient financial resources to guarantee the academic success of Trevista students. Innovation status would allow us flexibility with our budget, e.g. using actual vs. average salaries, contracting services, etc. Savings to our SBB will allow Trevista to add and sustain critical staff, instructional resources and add an additional stipend and incentive system to reward teachers throughout the year for achieving milestone targets.

The need for dramatic and continuous improvement is clear. Even though our growth data demonstrates that we are moving in the right direction, student achievement is still disproportionately low compared to similar schools in the area, specifically our status of meeting and exceeding expectations on PARCC. New families to the Northwest Denver area have not previously considered Trevista a viable option for their children but we believe that our green SPF status can improve that and we recognize that our previous innovation status has supported us tremendously in becoming a high performing school. It is evident that Innovation status will be a huge lever in continuing the positive growth we have made thus far as innovation status has been supportive of our positive change during the previous four years.

As an Innovation School that has moved from red to green on the SPF, Trevista has a unique opportunity to continue to create new energy and commitment to a shared mission and vision among staff and families. Trevista has the ability to examine curriculum alignment with student data and create milestone assessments. Innovation status will improve teacher efficacy by granting some autonomy for our school to make curriculum changes when it is evident current programs are not sufficient for our students' needs. With Innovation status, Trevista will be able to access new resources and reallocate existing resources. Trevista will be able to recruit and develop teachers with the knowledge and skills to support intervention and acceleration and provide teachers with incentives to take on leadership roles and work collaboratively to reach school goals. A focus on safety, positive school culture, highly structured goal setting and progress monitoring systems, new programs, committed teachers, additional support services and documented student achievement and growth will change student and community perception of Trevista and enhance the school's ability to retain current students and attract new families in the neighborhood.

### **School Culture**

The Trevista school community deserves a positive and intentional school culture. Thus, Trevista has worked intentionally to build a school culture based on equity and cultural responsiveness.

A core value at Trevista is for all students to know that it matters that they came to school, and before the day begins several adults have greeted them by name. At the beginning of the school year, Trevista will dedicate time to building an intentional school culture through whole school efforts mapped back to our vision, mission and student handbook.

## **EDUCATION PROGRAM**

### **Research-Based Programming**

The research supporting Trevista's program decisions is the same as Denver Public Schools, as we will be using the same core programs. The district's curricular programs were chosen because of their alignment with college and career readiness expectations. Additionally, Trevista will work with the district on the implementation of the Common Core Standards, the WIDA standards, and the Colorado Academic Standards to ensure our curricular programs meet or exceed the expectations of these high standards.

### **English Language Arts**

Trevista uses the DPS literacy curriculum to guide teaching. For kindergarten through 2nd grade, this includes the implementation of Benchmark curriculum as well as a strong focus on guided reading. Direct instruction is provided to students in whole group, small group, and individual settings and is based on standards, as well as assessment of students' strengths and needs. Students have multiple opportunities to practice skills and strategies being taught through engagement in meaningful independent work. For our intermediate grades, we are implementing Expeditionary Learning curriculum. We are also focusing on guided reading in addition to technology integration that supports independent reading.

The elementary program is aligned to research and best practices. It includes ELA-E and ELA-S classroom kits that have bilingual materials to build proficiency and literacy in one's native language (ELA-S classrooms) and support students' transition to English.

Teachers will use resources for developing weekly curriculum maps and daily lesson plans and will supplement the district curricular materials as necessary.

There will be intentional planning and implementation of academic language in all literacy instruction.

#### *Literacy Interventions*

Trevista will implement the following interventions for reading and writing:

- double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
- fluency strategies implemented in small groups and/or individually; and
- double dose of small group instruction focused on comprehension.

### **Mathematics**

Trevista will implement the Bridges mathematics curriculum, a research-based curriculum with supplemental resources as determined necessary.

#### *Math Interventions*



The primary approach to mathematics interventions at Trevista is to build teachers mathematics understandings and instructional strategies to ensure high quality core instruction alongside scheduled intervention blocks that ensure the time and place to provide small group instruction that recognizes student strengths and gaps and appropriate next steps to advance understandings.

Additionally, Trevista will implement the following district approved interventions for mathematics:

- double dosing of small group instruction including daily pre-teaching and re-teaching through the math lab.
- Denver Math Fellows tutoring interventions for students who are not proficient in mathematics

### **Science**

Trevista will implement the district adopted science curriculum.

We will use the district's curriculum, *BSCS Science Tracks: Connecting Science and Literacy*. The goal is to provide students with meaningful, stimulating, and interesting hands-on science programs. To do so, teachers will be provided with tools they need to help students mimic how scientists go about finding problems and methods to solve them. Essentially, the goal is to engage students in inquiry-based science in fun and challenging ways.

*BSCS Science Tracks: Connecting Science and Literacy:*

- Focuses on principles (big ideas) in earth, life, and physical sciences;
- Incorporates a research-based, constructivist approach to learning;
- Includes embedded formative assessments;
- Teaches science as inquiry;
- Provides literacy strategies;
- Aligns with Colorado science standards and CMAS science assessment frameworks; and
- Includes kits for hands-on learning.

### **Social Studies**

Trevista will implement the district adopted social studies curriculum based on Teacher Curriculum Institute's (TCI) resource texts. TCI's Social Studies Alive! programs teach students about the world around them in ways that make them excited to learn every day. TCI uses a variety of proven instructional practices that allow students of all abilities to master key social studies concepts at every grade level. With TCI's elementary programs, students don't just learn social studies. They learn social skills.

#### Kindergarten

*Social Studies Alive! Me and My World* explores the relationships in students' lives with their families, friends, teachers, and neighbors. Students explore ways to get along with others and

how to solve problems. They learn that people live differently in different places and that they can help care for the world.

### 1st Grade

*Social Studies Alive! My School and Family* introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school. They learn about family traditions and the ways in which family members interact and change.

### 2nd Grade

*Social Studies Alive! My Community* teaches students the basics of geography, economics, and citizenship in the context of learning about their local community. Readings are reinforced by activities that develop a wide range of skills. These skills include designing a community within the classroom, making a simple toy using assembly-line techniques, and acting out people's experiences in different time periods.

### 3rd Grade

*Social Studies Alive! Our Community and Beyond* broadens students' awareness about the local and global communities in which they live. They learn the basics of geography in order to locate communities on a globe. They learn about different cultures and public service roles. Through activities such as forming human monuments to commemorate contributions of community members, students solidify their grasp of the responsibilities within communities.

### 4th Grade

*Social Studies Alive! Regions of Our Country* presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Students learn to think like social scientists as they "tour" the regions, investigating the features that make the regions distinct and the characteristics that unite them. Ultimately, students apply what they have learned about our nation as they research their own states.

### 5th Grade

*Social Studies Alive! America's Past* covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

## **Arts**

During the course of each child’s seven or eight years of schooling at Trevista, the child will attain standard-driven levels of arts experiences and instruction in multiple arts areas, as the school leadership committee determines. These experiences serve as a foundation for future study in the arts and complement the core instructional program. Denver Public Schools supports comprehensive arts education as a part of The Denver Plan. We believe that through the arts, we stimulate learning, creativity, and analytical capabilities that help our students achieve their full potential.

### **Physical Education**

The mission of the DPS physical education program is to provide successful physical experiences for all students. Through participation in the physical education curriculum, students should have the opportunity to develop knowledge and practices necessary in obtaining personal physical fitness and lifetime wellness values. They should acquire appropriate physical skills to participate in a wide range of physical activities and specialized sports skills. Social interaction occurs in physical education classes, and participation should foster personal values.

### **Trevista Curriculum Mapping and Implementation Process**

Using our Common Core Standards curriculum map, Trevista teachers will meet weekly in grade level and/or content teams to backward map curriculum units and weekly lesson plans: Teachers will identify specific concepts students must know and be able to do in each content area and grade level as well as associated performance tasks. Teachers will monitor performance goals for each student and identify interventions and instructional groupings throughout the year. When teams determine existing curricular materials are not adequate to reach student performance goals, supplemental and/or replacement curriculum may be identified. (For example: If students are struggling with number sense and computational skills, teachers may find that *Bridges* does not have adequate scaffolding and practice in computational skills to access its higher-order problem-solving. Teachers might supplement with *Eureka Math* or Number World computation programs.

If, through the Curriculum Mapping and Implementation Process, teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum aligned to the Common Core State Standards and the Colorado Academic Standards.

### **Instructional Core Philosophy and Approach**

The research supporting Trevista’s program decisions is the same as Denver Public Schools, as we will be using many of the same core programs.

At the center of our philosophy is the **instructional core**, which represents the critical work of teaching and learning that goes on in classrooms. The core includes three interdependent

components: *teachers'* knowledge and skill, *students'* engagement in their own learning, and academically challenging *content*.

The “instructional core” builds on the idea of the instructional triangle developed by David K. Cohen and Deborah Lowenberg Ball in their June 1999 paper “Instruction, Capacity, and Improvement”, published by the Consortium for Policy Research in Education.

Trevista’s instructional approach will be centered on the following key frameworks:

- **Instructional Coherence:** We will develop and implement a strong instructional core, based on common lesson design and instructional practices employed by every adult in the building. Coherence in instructional practice will be created through staff agreements and professional development. The initial meetings and professional development will occur during the staff summer retreat, district Green Days, and continue as on-going professional learning throughout the year.
  - A consistent, coherent English Language Acquisition (ELA) plan supported by expert ESL coaches/mentors
  - A high quality, redesigned English Language Development Block (ELD)
  - Culturally Responsive Teaching
  - Positive Culture and Climate: teacher to students, teacher to parents, teacher to teacher and student to student
  - Systematic student assessment processes with deep understanding/implementation of appropriate core teaching, supports and interventions
- **Vertical Alignment:** Teachers will work collaboratively with the district, network, and school leadership to lay out a vertically aligned curriculum map developed from Common Core Standards. Our maps will detail the development of skills and knowledge across grade levels. They ensure students who progress through the school will have a strong, coherent and progressive curriculum experience. Curriculum maps will be drafted by summer work groups and refined during our summer retreat, so they will be ready to guide instruction by the start of school. Stipends will be paid to staff for their summer work
- **Assessment Cycles:** Trevista will implement the following Teaching/Learning Cycle and accountability to rapid closure of student achievement gaps.
  - August/September (*calendar adjustment*)—Gather baseline data; Teachers analyze data to determine individual, small group and whole group needs.
  - Teachers work with school leaders to set ambitious math and ELA goals (more than one year’s growth for every child below grade level). Goals are backward mapped to determine where students need to be at 6 week intervals to ensure accelerated learning trajectory toward end-of-year goals.
  - Provide excellent core teaching based on relevant assessments and planning
  - Provide daily, systematic interventions (not to supplant core instruction).

- Teachers meet weekly to refine core instruction and adjust interventions as needed.
- Teachers administer milestone assessments in 6 week cycles (see proposed assessment calendar).
- Student Data Map meetings with coaches and school leaders (every 6 weeks) to review growth for every student.
- Adjust, increase or maintain interventions as needed
- Plan for the next assessment cycle
- **Extended Learning Time:** Trevista will leverage the extended school day to provide high quality interventions during school hours.
  - Trevista’s master schedule includes intervention built into the day. Time and human resources allocated to the reading block allows for a “double dose” intervention to occur as a rotation.
  - In addition to their academic tutoring training, Trevista Instructional Leadership will train City Year Corps members and paraprofessionals to tutor students in small groups.
  - The Trevista instructional leadership team will conduct weekly classroom observations to collect data on implementation and provide supportive feedback to improve systems and instruction.
- **Renewal & Beyond**
  - Trevista’s long range plan directly supports the mission of the Denver Public Schools.
    - *“We will lead the nation’s cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.”*
  - The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. As described in our mission and vision above, we are confident those systems and structures will allow all students to achieve at high levels, prepare for college, and develop critical thinking, collaboration, and leadership skills necessary to contribute and thrive in the diverse and changing world. We believe that if our students’ academic, physical, social and emotional needs are met and they are taught in a rigorous, supportive, and child-centered environment by excellent teachers. Our goals align to Denver Public Schools’ goals and students will be college and career ready.
- **Collaborative Culture for Educational Programs**
  - The school culture at Trevista is one in which students’ diversity is recognized and incorporated into the classroom. Also, the adults in the building collaborate to identify how to support students and increase social and academic development

of all children. Our core values will drive how we treat students, parents and each other. There will be a focus on achievement, but not at the cost of who individual students are nor by ignoring the importance of a positive, supportive school and classroom culture.

- In addition to implementation of Responsive Classroom strategies, Trevista's culture and learning environment will be driven by our core values.
- **Student Support Team Meetings**
  - Trevista is implementing a unique Child Centered approach to weekly student support team meetings in order to make certain the social, emotional and academic needs of each child are addressed and concrete action steps identified to provide additional support. This will ultimately be part of our MTSS and SIT team processes, but identified as Universal Level Interventions.
  - Trevista will follow district guidelines on class size. Students will be heterogeneously grouped in classes with the exception of time during the day designated for small group instruction, ELD and intervention, when students are grouped by their specific needs
  - Using *The Responsive Classroom* curriculum resources, Trevista ECE – 5<sup>th</sup> grade teachers will facilitate daily Morning Meetings with their homeroom students. Training of all teachers on Responsive Classroom procedures will occur. Our school will also use strategies from *Creating Positive Climate and Culture in Elementary Classrooms* to teach expected behaviors throughout the building including the cafeteria and playground. Trevista elementary students will participate in “Games Day” through Playworks to learn the rules of playground games.
  - Trevista will use additional income from average vs. actual salaries to fund additional instructional, support, and enrichment programs and positions.

### **Positive Culture for Learning Environments**

- **Positive Behavior Interventions and Supports**
  - Trevista will use PBIS as a school wide support system. This will create a positive learning environment for all students. Positive Behavior Interventions and Supports (PBIS) is a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students. PBIS is not a specific model but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective. Decades of converging research have consistently demonstrated that these strategies are individually and collectively effective and efficient. In addition, PBIS has relevant applications to educating all students in schools, not just students with disabilities.

- Upper intermediate and their families will also receive training on Trevista Discipline Ladder. This ladder is directly aligned to the DPS Discipline ladder, but has been modified to make it more accessible to all.
- **Collaborative Grade, Department and School Level Planning**
  - Trevista will work to build a strong professional learning community where teachers collaborate in structured ways to assess student progress and identify strategies to improve instruction. Through the collaborative development of a student handbook and discipline system, Trevista teachers will prioritize consistent and high school-wide expectations and a unified school culture. Developing a unified school culture that emphasizes the school's increased rigor and expectations of everyone in the building is critical to our Innovation efforts.
- **Social and Emotional Supports**
  - Trevista has invested in additional mental health support services and our hope is to continue to provide support through a large student support team (psychologist, social worker, counselor, restorative interventionist, etc).
  - City Year Corps members will serve as mentors and role models for our upper elementary students with specific alignment to and focus on our attendance goals. City Year members will be highly trained by City Year and our leadership team in order for their role to have the most positive impact on our students before, during and after school. Additionally, City Year members will be assigned to upper intermediate teachers to strengthen their classroom management/tutor support role.
  - A progress monitoring system will be established to examine the effectiveness of our school culture systems. Additionally, focus groups will be held with teachers, students, and parents on an ongoing basis to assess the progress and strength of our school climate and culture.
- **Cultural Relevancy and Responsiveness**
  - Trevista will ensure the educational programs of the school are culturally relevant and responsive to students' specific needs in the following ways:
    - Ensure our materials, resources, attitudes and behaviors proactively address the needs of culturally and linguistically diverse students.
    - Trevista staff will continuously work to:
      - recognize our own cultural lens and biases
      - deepen and apply our knowledge of students' and community's cultural backgrounds (examine behavior, norms, communication, learning styles); use asset-based approach to make content and learning relevant.
      - engage in conversations to raise awareness of social, economic, and political context (dialogue, questioning, problem-posing/solving), particularly non-dominant perspectives

- use culturally appropriate management strategies (promote equal access to learning, setting academic and social goals, establishing and maintaining expectations for behavior, working with families & communicating respect to diversity, reaffirm community, and avoid marginalizing students)
- use resources depicting people of reflective cultural groups, display and use books, posters, artifacts, etc. that promote themes of diversity, tolerance, and community, etc.
- be explicit about expectations, engage students in discussions about norms, model behavior that is expected, provide opportunities to practice, be aware of inconsistency
- be sensitive to cultural differences in communication styles with parents and students (assume that all parents care about their children and have something to offer)
- commit to build caring classroom and school wide communities (respect student perspectives, initiate out-of-classroom conversations, engage students in social games, make connections between school and home)

### **Meeting the Learning Needs of Students Below Grade Level**

Trevista will use a variety of program structures and strategies to identify and meet the learning needs of students who are performing below grade level including the following:

- Teachers will know as much as possible about their students (race/ethnicity, language, culture, home life, needs, learning styles, personal qualities such as temperament, interests, families)
- Trevista applied for and received a Home Visit Grant. This program provides training, guidelines and compensation for teachers to conduct several home visits for every child in their class each year.
- Trevista will attract and retain teachers whose actions and attitudes toward students and their families demonstrate the belief that all students can learn and their needs are being met through expertly implemented differentiation
- Our daily schedule provides an intervention block for all students below grade level (extended times for double dose)
- Using a school-wide planning model, Trevista teachers will plan for and provide rigorous, Common Core Standards-based instruction
- Trevista teachers meet weekly, during an extended assessment/planning block to ensure flexible grouping (heterogeneous and homogeneous)
- Maximize student engagement and time on task (cooperative learning groups, experiential learning opportunities, use of technology, Inquiry based learning, team



teaching, tutoring, remediation interventions, before and after school programs, homework clubs)

- Ongoing formative and summative assessments (observations, interim assessment data, end-of-unit assessments, iStation, ELD Progress Rubric etc.)
  - Trevista's frequent and regular Student Data Mapping Model ensures that all students' needs for additional services or extended learning time are individually considered, closely aligned to current assessment data, and linked to the most relevant interventions.

### **Address the Needs of English Language Learners**

- As part of the registration process, all students' parents/guardians will complete a Home Language Questionnaire. During registration, Trevista will dedicate two bilingual staff members, a secretary and school counselor, to support parents making informed decisions about ELA options. In addition, we will set up a bank of laptop computers for parents to view the Spanish version of the Parent Overview of ELA options found on the Secretaries Information Web Site. If the parent/guardian indicates on the form that the student speaks/understands a language other than English, the student will be interviewed by a bilingual ESL resource teacher to determine initial classroom placement. Students who are new to the district, without previous test scores, will also be tested on the ACCESS Placement Test within ten days of enrollment. The parent/guardian will promptly be notified of the test results. Based on ACCESS results, home language and the Parent Permission Form, students will receive the appropriate ELA services
- The ISA team, including 1 administrator and 2 ELA teachers, will oversee placement and progress of ELLs:
  - Ensure correct placement of English language learners
  - Classify English language learners
  - Exiting English language learners
  - Monitoring English language learners
- When an English Language Acquisition (ELA) plan is developed for a student, services are provided and parents are notified about the placement in a Language Instruction Education Plan (LIEP) within 30 days of the start of school.
- Parent and community communications will be made in English and Spanish. If a student speaks a language other than English or Spanish, the school will have communications translated into the home language so that parents are well informed about instruction and activities.
- All Trevista Teachers will meet or exceed the ELA-E or ELA-S requirements of the district. Veteran teachers will prove completion of ELA course work required for ELA-E designation. ELA-S teachers will submit evidence of passing scores on the Spanish Language Proficiency test. Coaches will provide feedback and support for high level implementation of comprehensible strategies and supportive classroom environments.

## **ELA Program and Strategies**

- ESL teachers will provide a high quality ELD block for students K-5<sup>th</sup> grade using EL Achieve.
- Our unique ESL teaching model will ensure teachers have a knowledgeable resource person to support their efforts in implementing a language rich environment and practices to promote English Language Development throughout the day as well as ensure that all students have a high quality ELD block.
- An innovative and critical component to our ELD model is the development of a reliable, predictive progress monitoring tool to allow teachers and administrators to frequently track and assess the English speaking, reading and writing development of all students.
- Using the *WIDA (World-Class Instructional Design & Assessment) Standards* and the *WIDA Can Do Descriptors*<sup>1</sup>, Trevista will develop an ELD rubric to track language development progress in order to provide acceleration strategies or timely interventions. Trevista will use our ELD rubric, in conjunction with ACCESS data, to determine baseline scores in reading, writing and speaking. Student data maps will include an English Language Development progress monitoring score for each child and will be an anchor of our Compelling Conversations meetings.
- The DPS language allocation documents will be used as anchor documents to support ELA-S teachers with professional development, scheduling, planning and instruction.

## **English Language Development**

- ELLs who receive ELA programming will receive 45 minutes daily English Language Development instruction using the research-based *EL Achieve* curriculum adopted by the district as part of their daily ELD program. No content or core instruction will be missed for ELA instruction, as our schedule is designed so all children are engaged in a formal language development lesson during the ELD block.
- Sample Reading Block Rotation Schedule (following whole group mini-lesson)
  - 20 minutes Guided Reading – in Spanish with ELA-S teacher
    - *ELA-E teachers provide first dose guided reading instruction in English*
  - 20 minutes Guided Reading – in English with paraprofessional, CY, or interventionist
  - 20 minutes Independent book bag reading

## **Transitional Native Language Instruction (TNLI) program model**

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<sup>1</sup> The *WIDA CAN DO Descriptors* are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English language learners.

Spanish-speaking students who qualify for ELA services will choose to be placed in either ELA-S or ELA-E classrooms with qualified teachers based on parent option selection. Speakers of other languages will be placed in ELA-E classrooms and receive daily ELD services. Parents will be encouraged to build academic language with their children in their home language. Trevista will employ one designated ELA-S teacher at each grade level. Trevista will hire teachers who meet the districts' requirement for ELA designations in addition to providing comprehensive professional development for ALL teachers on best practices for English language learners.

In a Transitional Native Language Instruction (TNLI) model, English language learners receive native language instruction in Spanish, supported English content instruction, and English language development. As students learn more English, they transition to supported English content instruction and English language development classes only. Then they are exited into the mainstream English program. Parents of students at elementary TNLI schools may choose to have their child receive supported English content instruction and English language development only. This model is provided in elementary schools with 60 or more Spanish speaking English language learners.

Trevista will use the ACCESS results as our baseline indicator (for Speaking, Reading, Writing and Listening) to refer back to when judging the effectiveness of instruction for our ELL students. As part of our regular student data map meetings, we will monitor and closely track English Language Development using our rubric developed from the WIDA Standards and WIDA Can Do Descriptors.

Trevista will use the WIDA rubric and WIDA Can Do Descriptors as a tool for goal setting, outcomes mapping and progress monitoring to fast track English Language Development similar to the design described earlier for monitoring academic achievement. Ambitious ELA goals will be set for each L2 learner and mapped backward from August baseline data. Assessments will provide progress-monitoring information to classroom and ESL teachers, and additional ELD time or resources will be put in place as needed.

- *English Reading Level* using iStation, DRA2, and internal interim assessments
- *Spanish Reading Level* using reading records, iStation, EDL2 and other progress monitoring passages
- *English Writing Oral Language Development* using a rubric based on WIDA Can Do Indicators

Students will be exited from ELL services into the Mainstream English Instructional Program using the criteria set by the LCE Department of the Colorado Department of Education. To exit, a student must be above proficient on their ACCESS overall score and be proficient or above on their ACCESS Reading, Writing, Listening and Speaking scores and be partially proficient or above on their CMAS Reading, Writing, Math, and Science scores. In addition, Trevista will

follow all DPS requirements for exiting a student from ELL services. The school ISA team will collaborate to make decisions about the student's education plan. This group will consider a body of evidence, including the previously mentioned assessments, reading scores and writing samples.

Once exited from ELL services, we will continue to formally monitor the student for two years. During this time, the school ISAT will document student academic performance using the ELA monitoring form. If at any time, the student is found to be struggling, the ISAT may request that the student be returned to ELA program services.

Trevista will use a variety of strategies for communicating with parents of ELL students:

- Parent Information Nights
- Home Visit Program
- Parent/Family Liaison
- Parent/Teacher Conferences
- Translated written communication
- Informal conversations

### **Program Evaluation**

Instructional observations, student achievement assessments, WIDA Rubric - ELD program progress monitoring tools, ACCESS, and state assessments (CMAS) will be used to determine the effectiveness of the ELA/ELD program on increasing language proficiency and student achievement of ELLs. The evaluation of ELD program effectiveness is part of the larger program evaluation.

The success of our ELD program will be determined by documented, accelerated English language proficiency of our L2 students according to the WIDA Standards Rubric throughout the year. Accelerated proficiency will be demonstrated during our Student Data Map meetings. This system will be annually triangulated with data from ACCESS and CMAS.

### **Multi-Tiered System of Supports (MTSS)**

Trevista will implement an MTSS program to differentiate and support each individual student's academic needs by following district practices and policies. Data will be used to monitor student progress, identify students who are struggling academically, implement strategic interventions, adapt interventions to student performance and identify students with learning challenges or disabilities.

The following are ways that we will specifically differentiate interventions based on student need in tiers 2 and 3:

- Tier II = small group interventions of moderate intensity to address learning or behavioral challenges for all students performing below grade level.
  - Literacy:
    - Double dose of small group instruction using LLI (Leveled Literacy Intervention) or appropriate leveled texts; this gets at sight word automaticity, phonics and phonemic awareness, but may also be supplemented with specific tools for those skills;
    - Fluency strategies implemented in small groups and/or individually; and
    - Double dose of small group instruction focused on comprehension
  - Math:
    - Double dosing of small group instruction including daily pre-teaching and re-teaching
    - Math Fellows
- Tier III = individualized interventions for students (1-5%).
  - Literacy: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments
  - Math: targeted intervention w/sped teacher for specific gaps identified through data collection in Tiers I, II, and targeted assessments

Tier I assessments will occur daily in the general education classroom and should be embedded and analyzed on an ongoing basis to inform daily instruction. Data gathered from district, school, and classroom assessments will be used to identify students who are performing below grade level or not making adequate academic progress. This will be reviewed at weekly grade level/platoon meetings. Once identified, students will be strategically placed into flexible groups according to their specific needs at Tier II. Data points will be monitored for one 5 – 6 week data team cycle.

Students in intervention programs at Tier II will take identified progress monitoring assessments on a bi-weekly basis. Grade level/platoon teams meet weekly to analyze formal and informal student data to determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented; referrals to the Student Intervention Team (SIT) would also be made at this time.

Parents will be apprised of any Tier II interventions and the progress their child is making in literacy/math.

### **Special Education**

Trevista will follow all district guidelines in supporting the needs of students with mild, moderate and severe disabilities, offering students a continuum of services in the least restrictive environment to ensure that students with disabilities receive a free and appropriate education. Students with Individual Education Plans (IEPs) will receive specialized instruction in accordance with their IEP.

## **Identification**

Students may be referred for a special education evaluation by a parent or teacher or may be identified via the MTSS process. Students who are evaluated by the IEP team and are determined eligible for an Individualized Education Program (IEP) will receive specially designed instruction and accommodations in accordance with their IEP.

## **Special Education Services**

Special education services provided to students with disabilities range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, interventions by a special education teacher, individual and group counseling, etc.). Trevista will follow the state and district policies and practices to serve students with special needs.

If the IEP team determines that students need a more restrictive environment, they will work with the district Special Education Department on evaluation and determination of placement.

## **Progress Monitoring**

The special education teacher will monitor progress of students weekly, keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special education teacher will organize and run all IEP meetings in conjunction with the family, an administrator, and classroom teachers.

Student progress toward IEP goals will be monitored by the special education teacher/case manager and progress will be reported to the student and parent/guardian when report cards are sent out (typically each trimester).

A re-evaluation will be conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the RTI process and may be reevaluated and placed on an IEP as necessary.

## **Program Evaluation**

Instructional observations, progress monitoring of IEP goal attainment, formative assessments of academic achievement, and state assessments (CMAS) will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger program evaluation that includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

## **Gifted and Talented**

Parents and teachers are informed of the characteristics of gifted and talented students at the start of each school year and are encouraged to refer students who exhibit these characteristics to the DPS GT department for evaluation. Students participate in GT screening in accordance with district guidelines.

## **Progress Monitoring**

Student progress toward ALP goals will be monitored quarterly by the GT teacher, in consultation with the classroom teacher, and progress will be reported to the student and parent/guardian. The ALP may be changed as necessary to ensure that gifted and advanced learners are making academic progress and are appropriately challenged.

## **Program Evaluation**

Instructional observations, progress monitoring of ALP goal attainment, formative assessments of academic achievement, and state assessments (CMAS) will be used to determine the effectiveness of the GT program. The evaluation of GT program effectiveness is also part of the larger program evaluation that includes attainment of school achievement and organizational goals and measures of teacher and leader effectiveness.

## **Supplemental Programs**

Consistent with the DPS recommendations for differentiating instruction, Trevista will supplement core curriculum with a variety of supplemental programs based on student learning needs, as described above.

## **Mental, Emotional, Social Development and Health Needs**

In order to support the range of social development, emotional challenges, and mental health needs in children grades ECE through 5<sup>th</sup> grade, the following programs and policies will be implemented at Trevista:

- **Mental health Support Team:** The Trevista Mental Health Support Team will include a counselor to work with all grades and school psychologist. The team will collaborate with teachers and administrators to effectively address the mental and developmental needs of students.
  - Groups will be run by individual or teams of mental health staff to address specific issues (i.e., divorce/loss, social skills, anger management, etc.).
  - Advisory period to be co-facilitated by the counseling staff to provide training in the development of positive social skills, empathy, and self-advocacy among students.

- Revolutions Foods may provide healthy breakfast/lunch/snack options to support healthy nutrition. Students may be involved in menu selections and educational opportunities that relate to health, food, and nutrition.
- Morning (Core, Homeroom, etc.) meetings: a designated time will be set aside to discuss social and emotional issues, help students to problem-solve, and support positive culture and climate throughout the school to include character trait development.
- Mentor Programs: Trevista has designated funds to partner with City Year, a program to provide upper elementary students with mentoring and tutoring supports.
- Develop and/or strengthen community-based partnerships with agencies that can support the physical, mental, and emotional health of Trevista students and families.

### **At-Risk Students**

Trevista will implement the following policies and programs to support at-risk students:

- **Making Connections.** Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. All Students at-risk for dropping out of school will be paired with a designated mentor (City Year, Administrative Staff, Classroom Teacher, and Mental Health Support Team).
- **Additional Adult Support.** City Year Program Staff to work with students in mentoring roles, tutoring, and as additional support in classroom management and supervision.
- **Response to Intervention – RTI:** Led by an expert in RTI, a Student Intervention Team (SIT) to be made up of members of the mental health support team, administrators, and teachers, will rigorously implement an RTI model that includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and other disabilities.
- **High Expectations and Support for Attendance:** Consistent implementation of an Attendance/Tardy policy outlined in our parent/student handbook. Attendance and welfare checks will include phone calls to parents who have not notified the school of a child's absence. City Year Corps members have been trained in procedures and will make initial phone calls. Our attendance officer will follow up when chronic or historical attendance problems are evident. City Year Corps members will also spearhead an attendance campaign and celebration for excellent attendance. Trevista wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare. Attendance incentives will be offered through our PBIS systems.



- **Extracurricular Activities:** A special emphasis will be placed on getting at-risk students to participate in extracurricular activities. Trevista believes that if students are more connected and having fun at school they will be less likely to drop out.

## **Educational Programs for Academic Achievement**

Trevista will use innovation status to customize people, time, money and curriculum and instruction to meet the individual needs of students based on frequent progress monitoring. A strategic, targeted, data-driven approach has resulted in significant academic achievement gains in schools like Trevista across the nation.

To design the Innovation Plan for Trevista, the turnaround leadership team reviewed Turn-Around models from several sources. Particular attention was paid to findings from McRel, Boston Public Schools' models, "What Works Clearinghouse" and The Metro Center for Urban Education (Pedro Noguera's three areas of focus).

While each source has its own research findings and areas of emphasis on Innovation or Turn-Around strategies, high levels of agreement were identified in several specific areas of focus.

- **Build an intentional school culture with strong leadership.** This includes the way leaders set up models for distributed leadership, involve families and community partners, and address the attitudes and beliefs of all stakeholders in creating a culture of high expectations.
- **Hire, support and reward and retain the best people.** This may mean releasing, replacing or redeploying staff and leaders who are ineffective or not fully committed to the mission and vision of the school. Systems must be designed to recognize and reward success.
- **Maintain consistent focus on improving instruction with strong systems for using data;** implementing curriculum; interventions; timely, relevant progress monitoring, and making change immediately when results are not evident
- **Focus on one or two clearly defined goals.** Don't fall into the trap of attempting to implement multiple initiatives.

Trevista will use Innovation Status to focus our efforts on research proven strategies.

Flexibility with Assessment Content and Schedules allow Trevista to determine their own progress monitoring windows and, in some cases, progress monitoring content.

Flexibility with length of school day and school start date for our students allows for a staff retreat to build and maintain intentional school culture. Additional school calendar days also provides extended time for our leadership team to begin establishing how our school systems are designed to support teachers with high expectations, progress monitoring and focused professional development. Flexibility with the calendar also allows us to collect assessment data for all of our students prior to the beginning of the school year.

Flexibility with hiring policies and financial resources are essential to our successful school reform. Trevista is requesting a waiver from using average teacher salary during budget development. The actual vs. average salary sample demonstrates a substantial savings to the Trevista Student Based Budget. This savings will allow us to use those funds and pay teachers for additional school days/hours, provide interventions during the longer school day and add additional staff support. Other savings from actual vs. average salaries will be used to provide financial incentive for high growth student achievement. Flexibility with hiring policies allow Trevista to attract, retain and reward teachers who are committed to the mission and vision of the school, have the ability and motivation to work collaboratively with colleagues, and demonstrate the skills necessary to rapidly accelerate student progress.

Flexibility with Professional Development policies allows us to maintain our focus on only a few targeted efforts. Trevista will opt out of district-selected modules unless they directly support our professional development focus. We will continue to participate in essential district initiatives such as LEAP and the CCSS roll out.

## ASSESSMENTS

- **CMAS.** Trevista administers the CMAS test annually in accordance with Colorado and Denver Public Schools policies. Trevista analyzes the CMAS data in a variety of ways allowing teachers to project end of year CMAS status. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.
- **DPS or Trevista approved Interim assessments** will be used to measure student progress.
- **iStation** Trevista administers iStation assessment monthly. In order to meet end of year grade level benchmarks as set by DPS & CDE, growth is tracked in 5-6 week cycles using leveled benchmark books. On watch students may be assessed more frequently. Data maps are developed for each student, backwards map from their projected status. Staff will engage in four to six week data cycles to set growth goals, monitor progress and align instruction.
- **Summary, Main Idea and Inference Assessments** To track writing achievement and critical thinking skills necessary to meet CCSS, Trevista teachers will set goals and track progress on students' ability to identify the main idea and supporting details, write clear concise summaries and identify inference in texts.
- **Math Unit Tests & SMI (2<sup>nd</sup>-5<sup>th</sup>)** Driven by Bridges curriculum and other resources. Teachers will analyze math end-of-unit test, alter as needed to measure key concepts and standards and add a performance or application task to each unit assessment.
- **Additional Assessments** Trevista will also use EL Achieve pre and posttests, unit tests and ACCESS to progress monitor ELL students. We will also use a variety of Curriculum Based Measures provided on AIMSweb (RTI) to assess students' skills and growth throughout the year. For example, fluency and MAZE benchmark assessments, among others. These literacy CBMs as well as other CBMs are used weekly to progress monitor

students who are placed in research-based interventions such as Wilson, My Sidewalks, and LLI.

### **Progress Monitoring System**

Trevista will increase the effectiveness of its educational program by improving the implementation of the existing DPS curriculum. The instructional leadership team will conduct frequent classroom observations to collect data on implementation and provide feedback to improve instruction.

Trevista teachers will meet weekly in grade level and/or content teams to analyze weekly data and use the curriculum to plan next steps: identifying specific concepts that students will know and be able to do in each content area and grade level as well as associated performance tasks.

Teachers will set end-of-year performance goals for each student. Teachers will monitor progress toward these goals and identify interventions and instructional groupings throughout the school year.

If, through the Curriculum Mapping and the implementation process teachers determine that the existing DPS curricular materials in any given area do not adequately meet the needs of the majority of Trevista students, the Trevista leadership will work with the District Chief Academic Officer to obtain approval on research-based replacement curriculum and aligned interim assessments.

All students will be assessed in reading, writing and math using DPS approved interim assessments as well as Math/literacy unit tests, iStation, and teacher created summary and main idea assessments. The data will be used to schedule students into intervention groups and will also be used by teachers to plan for instruction to address gaps in student learning and performance.

PLCs will analyze data, set goals (for both students & teachers), and determine next steps to achieve a minimum target of at least one year for students at or above grade level and more than one year's growth for students below grade level.

PLCs will:

- Collect, analyze and chart data
- Analyze strengths and obstacles of both teacher & student
- Set, review and revise goals
- Determine instructional strategies
- Establish success measures / indicators

### **Compelling Conversations Data Map Questions**

- **Who is the student?:** What are each student's learning styles, strengths, weaknesses and special interests? What learning can we celebrate and document for each student?
- **What does the teacher know and need?:** Based on the learning outcomes and discussions with each student, what changes can you make to improve the effectiveness of your teaching? What information do you need to understand this student's challenges?
- **Teaching/Learning Cycle:** What was the intended learning? How will we know if the student learned that? What is our response if they did? If they did not?
- **Disaggregated data:** When the data are disaggregated, what trends emerge? What are the root causes of those trends? How can they be addressed?

The staff will be organized into grade level and vertical collaborative teams to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than two years for students below grade level.

During our PLC time, teachers will determine the evidence of learning toward end of unit goals to collect and bring to the next team meeting. Diagnostic, formative and / or predictive assessments will be administered on at least a weekly basis in all classes.

During weekly PLC/data team meetings, teachers will identify gaps in student learning and determine how to best fill those gaps. Teachers will also analyze which instructional strategies are working well for students and which need to be adjusted or discarded.

Summative achievement data will be measured by End of Unit tests, completed projects & experiments, teacher created writing assessments, reading responses and Open Response Math Tasks. Additional summative data will be gathered through the DPS assessments in literacy, math, and CMAS tests.

To communicate the data with the school community, multiple strategies will be employed. Data boards with classroom and grade level data will be colorful, clear and explanatory throughout the school. This includes boards in the front of the school for parents, which articulates the type and purpose of various assessments. It also includes data boards to display classroom and grade level. Additionally, student academic achievement data will be kept current on our school website and will comprise a portion of the monthly parent newsletter. Finally, during the monthly Trevista Advisory Board meetings, Academy Directors will give updates on the academic progress of their classes.

Trevista will determine their own progress monitoring windows and, in some cases, progress monitoring content to align with the curriculum mapping. The number of cycles will exceed

those currently mandated by the district. The Trevista assessment calendar aligns with the school's progress monitoring cycles.

## PROMOTION POLICIES

Trevista requires students maintain a 95% attendance rate, complete quality assignments, follow the school's code of conduct, and reach individual achievement targets. Failure to meet those requirements will possibly result in mandatory participation in a summer academy or intervention class in order to be promoted to the next level of schooling.

Promotion, retention, and acceleration decisions will be made by the Trevista principal, in consultation with teachers and parents, after careful consideration of a body of evidence. The purpose of the Trevista promotion, retention, and acceleration policy is to ensure that every student is promoted with the necessary knowledge and skills to be successful at the next level.

Students who are retained will participate in intervention and remediation in order to ensure that they develop missing skills and accelerate academic achievement necessary for success in high school, college and career.

Promotion, retention, and acceleration policies are included in the parent and student handbook distributed at the time of enrollment and in the Trevista Parent Agreement which is signed by student, guardian, and principal.

Educational programming for at-risk students is detailed in the Education Plan.

## ACADEMIC ACHIEVEMENT GOALS AND GAINS

Trevista's goals are aligned with the vision of becoming: 1) a high performing school by having moved from Red to Green on the DPS School Performance Framework (we will work to sustain this and become a blue school), and 2) the school of choice in Northwest Denver neighborhoods by increasing enrollment. Trevista has set the following goals with annual targets to track progress toward goals.

**Trevista Three Year Academic Goals** – All goals are based on continuously enrolled students

### **CMAS Achievement (% Meet and Exceed Expectations)**

- 3<sup>rd</sup>-5<sup>th</sup> Grades Continually Enrolled Students:
  - ELA % P/A will increase from 6% to 40%
  - Math % P/A will increase from 7% to 40%
- 4th Grade Continually Enrolled Students:

- Social Studies % P/A will increase to 40%
- 5<sup>th</sup> Grade Continually Enrolled Students:
  - Science % P/A will increase to 40%

**CMAS Growth (Median Growth Percentile) (50 Meets Standard)**

- 4<sup>th</sup>-5<sup>th</sup> Grades Continually Enrolled Students:
  - ELA will increase MGP from 60 to 70
  - Math will increase MGP from 62.5 to 70

**Achievement Gaps**

Close growth gaps between ELL and non-ELL population (Currently 5% Gap between ELL and non-ELL on ELA MGP and 1% for math MGP)

50% of students scoring unsatisfactory or partially proficient will move up a level

ELA	Did Not Meet	Partially Met	Approaching	Met/Exceeded
2015	44%	28%	21%	7%
2016	35%	31%	28%	6%
2017	30%	20%	30%	20%
2018	25%	15%	30%	30%
2019	15%	15%	30%	40%

Math	Did Not Meet	Partially Met	Approaching	Met/Exceeded
2015	19%	41%	31%	9%
2016	26%	31%	34%	7%
2017	20%	20%	40%	20%
2018	15%	25%	30%	30%
2019	15%	15%	30%	40%

**Program Evaluation and Corrective Actions**

The Trevista Program Evaluation system will include evaluating the following indicators:

- Performance Goals
  - Organizational Goals

- Leader Effectiveness
- Teacher Effectiveness

Performance and Organizational Goals will be monitored quarterly by the School Leadership Team and will be presented to and discussed by the Trevista School Advisory Board.

Performance goals include indicators of student achievement and growth and language proficiency. Progress toward performance goals will be used to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis.

Organizational goals include indicators of: curriculum, assessment, instruction, school culture, student, family and community support, professional development, leadership, organizational structure and resources, planning, and advisory board effectiveness.

Teacher and Leader Effectiveness will be based on the LEAP evaluation framework.

The Trevista School Advisory Board will conduct an annual program review. When goals are not met, corrective actions recommended by the SAB will be implemented in the following school year. Corrective actions include, as appropriate, changes in curriculum, scheduling, personnel, and resource allocation. The principal and school leadership team will be responsible for implementing corrective actions, as appropriate.

## INNOVATION: TIME

- The week prior to the start of school may be used for individual assessment of students or additional staff PD/planning
- Student length of 8:15-3:15 (teacher day length 7:30-3:30)
- Individual planning 45 minutes daily
- Additional Team Planning 45 minutes daily
- Extended literacy block
- Reading Intervention 30 minutes per day embedded in reading block (in most cases)
- Extended mathematics block
- ELD Block 45 minutes daily
- Intervention Math Groups 30-45 minutes (lab)
- School determined assessment dates
- Flexibility for additional professional days due to the extended day

The Trevista daily schedule increases instructional time for students and professional development time for teachers. Annually, the School Advisory Board will review and approve the schedule for the upcoming school year.

The extended day schedule and amended specials schedules increases overall instruction time for all student.

## **Calendar**

The Trevista annual calendar increases instructional time for students and professional development time for teachers. Annually, the Trevista Advisory Board will review and approve the calendar for the upcoming school year by the May meeting. Currently, because of the increased contact time with students throughout the year, Trevista operates on an amended DPS calendar that allows for an additional 9 PD/planning days throughout the year.

## **STUDENT RECRUITMENT AND ENROLLMENT**

Trevista will engage in a comprehensive marketing plan to attract, enroll, and retain all students in the Trevista boundary area. Trevista employs bilingual administrative, office, and other support staff to help with enrollment procedures. Currently, almost 70% of our potential student population chooses into other schools. Through our aggressive marketing plan to change community perception of Trevista, increased student achievement, and a safe school environment, we will increase enrollment by over 100 students in five years.

Trevista will participate in the District choice enrollment process. Students in the Trevista attendance boundary will have equal access to enrollment.

The SPC Liaison will coordinate all school messaging, marketing and community outreach and reports to Principal.

## **HUMAN RESOURCE MANAGEMENT**

### **People Innovations:**

- Staff Schedule and Calendar Changes
- School Leadership Committee and Advisory Board recommendation of future School Principal
- School-based Hiring Process / No District Placements / No District RIF
- Annual Contracts for Staff
- School determined professional development

To meet the needs of all students and to achieve the school's performance goals, Trevista requires flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

### **Employment Status**

Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined



in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, with the exception of specific waivers required for implementing the innovation plan.

If teachers with continuing employment rights within the District leave Trevista they will continue to have the right to apply for an assignment in accordance with the DCTA Master Agreement, subject to the statutory provisions on mutual consent.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at Trevista will be subject to the terms and conditions of employment as described in the Innovation Plan. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers but will not be guaranteed placement in any other school or further employment beyond their employment at Trevista if they do not secure a position through mutual consent. Probationary teachers new to Trevista and all teachers hired after the adoption of the innovation plan will be subject to adhering to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline general terms of employment to include the process for how a teacher can end his/her work relationship with Trevista and Denver Public Schools. If the school wishes to terminate a teacher's contract early, the teacher will have a right to procedural due process consistent with Trevista's policy in the Employee Handbook. (see mid-year dismissal policy).

The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The principal will make renewal and dismissal decisions in consultation with the Instructional Superintendent. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*

Probationary and Non-Probationary teachers hired after the adoption of the Innovation Plan will work under the terms reflected in the annual contract. If an employee previously obtained non-probationary status in DPS, the employee's status upon securing a mutual consent position in a non-innovation school will be governed by the District guidelines. The District's guidelines are described in an FAQ on Probationary and Non-Probationary Status on the DPS Employee Associations website (under DCTA).

Secretaries, paraprofessionals, and facilities managers will be employed at Trevista in accordance with the Memorandum of Understanding between the District and Denver Association of Office Professionals (DAEOP), Denver Federation of Paraprofessionals (DFP), Facilities Managers Association (FMA), and Communication Workers of America (CWA). The school will schedule staff based on the needs of students and the mission and vision of the school. The school will maintain minimum pay thresholds consistent with the MOU agreement.

As Described in this document, including **Appendix E**, Trevista is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school’s Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District’s standard hiring cycles.
- Not be subject to direct or temporary placements of teachers by the District.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Trevista will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of Trevista students, staff, and programs.
- Create a process to address under-performing employees. See supplemental document
- Establish compensation rates and other methods of rewarding performance, including additional bonuses and/or incentives.
- Such flexibility will be limited only by federal law, and Colorado statutes, DPS/DCTA Collective Bargaining Agreement provisions and District Board policies not waived in this application.

Trevista must have autonomies from current district hiring restrictions and placement of unassigned teachers in order to close serious student achievement gaps which currently exist in our school.

Trevista’s organizational structure includes several non-teaching positions to ensure that the academic and social-emotional needs of students are met and provide necessary support to teachers and families.

In addition to the school principal, Trevista will have:

- Academy Directors to provide supervision and support to instructional staff: Academy Directors will also be responsible for oversight of an area of operations: assessment & discipline; RTI & interventions; and community engagement & cultural responsiveness.
- a director of professional development and data analysis (team leads or coaches)
- a student services team with: a leader coordinating efforts of the counselors, psychologist, interventionists, ELA and special education teachers and advisory groups. The added non-teaching staff positions include: one counselor and school psychologist.

## **Incentive and Compensation Structures**

Trevista teachers will be paid in accordance with the District salary schedule and will participate in the ProComp performance pay system.

Trevista teachers will receive additional pay for additional hours and responsibilities, as appropriate, to carry out the school's educational plan. Stipends will not increase a teacher's salary but will be considered income for the purposes of retirement benefits and taxes.

Performance incentives will be provided when funding is available. Performance incentives will be tied to achieving school specific performance targets.

Professional Development will be based on the **RPTIM** (Readiness, Plan, Train, Implement, and Maintenance) approach.

**Readiness:** A Concerns Based Adoption Model (CBAM) assessment of staff understanding of data mapping will be conducted at the start of the year.

**Plan:** Differentiated professional development will take place during the week prior to the start of school and on during weekly PD time.

**Train:** Training will be ongoing to ensure teachers' effective use of data maps to meet instructional and student goals.

**Implement:** Data map meetings will be held every 4 to 6 weeks.

**Maintenance:** The data map cycle will be continually reevaluated on an ongoing basis to ensure fidelity to the process and modification as necessary.

### **Professional Growth and Leadership Opportunities**

Trevista's Leadership Team will promote a culture of building teacher leadership capacity by providing financial resources for professional growth opportunities.

- Each grade level will have a Teacher Leader and/or a School Leadership Committee member. Teacher Leaders will conduct grade level meetings and be responsible for gather input for and setting up agendas as well as collecting "meeting notes" documents
- All certified staff will have the opportunity to attend approved content specific external workshops.
- Content area staff led Professional Development on new strategies.
- Empower teachers to apply professional discretion to established ELD and Backward mapping practices to meet needs of Trevista students.
- Leadership will create a culture of professionalism through formal (Faculty/Dept. Focus Groups) and informal (1:1 Conversations) to ensure responsiveness to teachers' needs for their students.

Professional Development reflection and assessment is an on-going cycle much like the Teaching-Learning Cycle.

## **TLC**

Furthermore, Trevista plans to continue working with the Teacher Learning and Collaboration plan. As an original pilot school, we have learned a great deal about how to best leverage our senior team leads in providing much needed support to all teachers at Trevista in the form of observation, feedback, model teaching, planning support, and data analysis. Please see the attached TLC plan documents.

## **Evaluation**

Trevista will use the LEAP evaluation system framework and observation tools to set individual performance goals. Teachers will set goals in consultation with their supervisor.

Trevista teachers will set ambitious student data map goals for growth and achievement. Incentive bonuses will be awarded for reaching goals. Trevista teachers will not be negatively impacted for falling short of achieving student data map goals.

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, observations and student feedback.

Consistent with the DPS LEAP evaluation system, observations and feedback on instruction will be a critical part of the Trevista evaluation process. The Trevista Principal, Academy Directors, and Network will observe teachers formally and informally a minimum of 2 times per month. Weekly principal and academy director “drop in” visits followed by brief informal feedback will be the norm at Trevista. Teacher Leaders will also observe teachers. Teachers will receive formal feedback via the LEAP system and will receive feedback on progress toward individual growth goals and student achievement gains.

Teachers will be provided with differentiated professional development opportunities and support as determined by their supervisor. Frequent observation and feedback will be used to drive instructional improvements that will result in increased student achievement.

## **Leadership**

The Trevista principal will be accountable for school results and ensuring fidelity of implementation of the Innovation Plan. The principal will receive guidance and support from the Trevista Advisory Board and Network IS. By providing the principal with autonomy, accountability, and support, innovation status will result in significantly increased student achievement, academic growth, and enrollment.

## **Leadership Succession Plan**

Trevista’s leadership succession plan assures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that school leadership changes. The leadership succession plan will begin by thoroughly orienting all staff and families to the

mission, vision, values, and instructional and intentional school culture systems in place at Trevista. This orientation will, in part, be intended to obtain formal and direct commitment from the community to the school's plan for student success. As a result, all subsequent hiring and staff assignments at Trevista will be tied to the strategic goals developed to support the mission, vision, and instructional and intentional school culture systems.

Trevista's leadership succession plan will include a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside of the school community. Over the course of year one implementation of the Innovation plan, a Trevista Leadership Profile will be developed that specifies the attributes necessary to ensure that there is leadership in place to support the school's mission, vision, values, and goals. The Leadership Profile will describe attributes, roles, and expectations for the Principal and School Leadership Team. When a leadership position is vacated, the School Advisory Board will convene a School Leadership Selection Committee to review the Leadership Profile and Innovation Plan to determine if any changes are necessary. Using the profile as a guide, a position description will be drafted and shared with existing school staff, the District OSRI team, and the immediate supervisor of the position. Recruitment using both DPS and external media will commence.

Once qualified candidates are identified, a screening committee will be created to select candidates to be interviewed. A team determined by the School Leadership Selection Committee will conduct interviews. The interview team will include stakeholders in the Trevista community, including parents, teachers, community members, feeder schools, and School Advisory Board members. It is the intent of Trevista to ensure this process is transparent and collaborative. Feedback from interviews will be used to recommend at least two qualified candidates to the Superintendent.

By empowering the School Advisory Board, including the School Leadership Team, with the authority to recommend future school leader candidates to the superintendent, as opposed to having the district select and assign a school leader, the innovation plan ensures that the vision, mission, and goals of the school continue while still holding the school accountable to student achievement outcomes. The superintendent will have final hiring authority on the principal selection.

## INNOVATION SCHOOL GOVERNANCE AND PARENT ENGAGEMENT

As an Innovation School, Trevista will be governed by the DPS Board of Education in accordance with the school's Innovation Plan. The Trevista principal will have the authority set forth in the Innovation Plan to manage all aspects of the school. The principal will be held accountable to the Innovation Plan and will be supported by the Trevista Advisory Board and Network.

The Trevista Advisory Board will include the school leadership team, key advisors with expertise in implementing innovation plans, elected parent and family representatives from the diverse communities within the school's boundaries, community business associations and strategic non-profit partners. The advisory board will provide input on the school's improvement plan strategies, will regularly review progress on implementation and achievement goals, and will advise on professional standards, school business, and operations.

The Trevista School Advisory Board will replace the Collaborative School Committee and the Professional Standards Committee.

### **Parent and Community Engagement Plan**

Following are actions and activities that will be used to engage families in the school's culture and operations and develop strong family-school partnerships to strengthen support for student learning and encourage parental involvement.

- Create a welcoming, inviting Parent Resource Room equipped with telephones, computers and community resource information.
- Recognize parents as partners capable of making meaningful contributions to the education of children
- Visit and build relationships with the local housing projects' residents, neighborhood, stores where the community shops, local health clinics, libraries, parks, and historic landmarks.
- Create systems of mutual accountability in which the responsibilities of schools, parents, and students are clearly spelled out so that all can be held accountable for their role in the educational process (compact) to create a strong sense of community and collective responsibility
- Make school performance data transparent and accessible to parents and community
- All staff participate in the Home Visit Program year around
- Family math and literacy nights, fun nights, special event for Hispanic heritage month, workshops on various challenges faced by parents (discipline, setting limits, etc).
- Train and support parent volunteer opportunities (reading with students, organizing "Thursday folders," assisting with copies, helping monitor crosswalks – before and after school – hallways, cafeteria, recess, etc.)
- Create a system for classroom visits/tours (i.e. Third Thursday, parents along with administrators will go on learning walks in classrooms to observe teachers and students)
- Develop mentoring programs that pair students with adult role models from the school and community
- Provide opportunities for parents, teachers, students, and administrators to discuss student data, needs, and next steps for support
- Establish clear roles and expectations for communications between all stakeholders will be outlined in the Student/Family Handbook.

- Share information via the school website
- Establish clear and consistent expectations for teacher communication with parents regarding class activities, homework, learning opportunities, etc.
- Provide parent access students' grades and attendance records in real-time via the Infinite Campus Parent Portal.
- Promote and facilitate parent and community involvement by establishing frequent forums for informational, actionable, and social purposes. Trevista will recognize, respect, and work with informal lines and bands of communication.
- Provide Parent Orientation during Registration/Student Assessment Days. Community Partners and Resource agencies will have tables with information regarding community services.
- Provide opportunities for students, parents and the community to engage with the school to promote participation in school governance, academic achievement, and extracurricular activities.

Parent Liaison will provide additional human resources to develop meaningful parent engagement opportunities.

- Inventory School and Community resources
- Conduct a survey of the School and Community to determine what after school activities, events, projects, clubs and athletic programs should be offered for the school year.
- Facilitate and be site coordinator for after school programs.
- Coordinate fund raising projects.
- Communicate to the community at large and the school community via personal contacts, written communications, media outlets.
- Will also reach out to organizations and community members such as: the Hispanic Chamber of Commerce, North High School, Colorado UpLift, Boys and Girls Clubs, Family Leadership, Inc., Playworks, etc., to pursue future partnerships.

**Trevista will use Innovation status to:**

- Include parents in decision making while developing systems to support parental involvement in the innovation plan
- Assess parent needs/wants as academic partners
- Build capacity amongst parents to be active educational partners
- Opportunity to build and establish relationships and partnerships that have previously not existed

Trevista leadership has engaged several community partners in discussions about the development of the Innovation Plan and support needed by Trevista students and families.

In addition, Trevista will continue to develop partnerships with local organizations to support students and families (e.g. United Way, Good Will, Metropolitan State College of Denver, Denver Health, Servicios de la Raza, etc.).

## INNOVATION BUDGET AND FINANCE

### **Money Innovations:**

- Difference Between Average v. Actual Salaries Restored to School Budget
- School Selected District Services from a Menu
- Direct Contracting for Services (e.g. Security, Food Services, Custodial)
- School-based Accounting & Purchasing
- Fundraising & Grant Writing (e.g. health clinic on site, Los Padres Program, 3 Step Parenting Program)
- Stipends for additional duties
- Incentive Pay - Bonuses based on School Performance and Participation Goals
- Increase Enrollment to Generate More Funding

### **Revenue**

#### *Student Based Budget (SBB)*

The Trevista SBB covers the cost of implementing the majority of the innovation plan with the exception of additional district support.

Trevista's current average class sizes are quite small. We can add five or six students at almost every grade level without increasing teacher FTE. Trevista anticipates adding only three teachers over the next five years unless enrollment exceeds expectations. In the event enrollment-surpassing estimations, additional FTE would be covered by resulting SBB dollars. We will be combing some of our ELA-S classrooms due to enrollment (ECE/K, 1<sup>st</sup>/2<sup>nd</sup>)

#### *Actual v. Average Salaries*

Trevista will budget using actual salaries and will regain the approximately \$150,000 difference between actual and average salaries in its school based budget. See estimate from Human Resources based on currently hired teachers. The school leadership committee will examine class size and supports as needed.

### **Contingency Plan**

In the event that Trevista experiences reduced funding or does not meet enrollment projections, reductions in FTE may need to take place.

### **Additional Operating Costs**



**Technology:** Trevista students and teachers must have access to advanced classroom technology. Interactive white boards, classroom ipads and lap top computers will promote student engagement and begin preparing our students for the 21<sup>st</sup> Century Skills needed to succeed in tomorrow's job market

**Curriculum Enrichment and Intervention Materials:** Trevista must invest in proven intervention and enrichment programs such as *LLI*, *Do the Math, Jr. Great Books*, and on-line programs to engage and rapidly accelerate student progress and achievement.

**Conferences/Innovation** – As we continue to learn from successful models and experts in the school Turn-Around field, Leadership Team and Teacher Leaders will attend conferences and visit high performing Turn-Around Schools.

**Enrollment Withholding** – We expect to attract and retain many students from the Northwest community and neighborhoods. However, to be fiscally responsible, an enrollment withholding contingency fund is necessary.

**External Staff PD** – As part of our Teacher Growth model, Trevista wants to honor teachers as professionals and be certain all are highly skilled and current in the best practices of their content area.

**Incentives and Stipends:** Trevista sets ambitious goals for all of our students. To make these goals a reality, extensive planning must happen during off-school hours. In addition, turn-around work is complex and rewarding. Trevista offers stipends to Teacher Leaders to assist in planning and leading professional development and incentives to all teachers who meet or exceed achievement targets set throughout the year.

**Parent Involvement** – Trevista recognizes meaningful parent involvement is critical to our student's social, emotional and academic success. In addition to grants, Trevista has set aside funds to support parent education and training. In our parent engagement section, a number of programs were described. Additional funds, beyond the grants, will be needed to support parent attendance at key events.

**City Year Corp Members** – The City Year Program is critical to the success of our students. City Year members are trained to mentor urban students. Trevista will assign four to six of our highest needs students to each of our City Year members. City Year Corps members are also trained to tutor upper intermediate students in reading strategies. City Year will complement and expand our Core Teaching and paraprofessional support.

Average v. actual salary funds will be used to support additional stipends for additional time associated with extended day schedules.

Trevista will budget using actual salaries and regain the difference between actual and averages, approximately \$150,000 in its school based budget. (See Budget Department estimate of savings)

This difference will allow us to redistribute the money for additional teaching and professional development days. We will use a portion of the money for incentive pay and stipends for Lead Teachers and assistant principals.

Trevista will seek waivers from the district to enable the school to opt out of district services such as professional development, purchasing of curriculum and assessment materials and services, hiring and supervision of itinerant staff, food services, security, custodial, and other services that the Trevista Advisory Board determines should be outsourced to ensure the most efficient and effective management of the school. When the school opts out of district services, the corresponding budget amount will be provided to the school in order to purchase services directly.

Trevista will have the authority to collect revenue directly from sponsorships, maintain a school bank account, and manage purchasing and accounting related to school funds, subject to district oversight through routine reporting to the Office of Budget. Direct management of accounting will create more efficient and responsive receipt and payment of funds.

Trevista will make decisions about the use of funding in accordance with the school's mission and goals as well as sound fiscal practices.

With increased budgeting flexibility comes increased responsibility. Ultimately, the principal is responsible for overseeing school finances.

Trevista also has a Secretary II position dedicated to the management of the school budget and accounting. The budget secretary will report directly to the principal and Trevista leadership team to carefully manage the school's finances.

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

**DPS Policy Waivers**

	<b>Policy Waived</b>	<b>Area of Impact</b>
<b>WAIVER REQUESTS - DPS BOARD POLICIES</b>		
School Proposal	<b>BDF-R4: Collaborative School Committees</b>	<b>Governance</b>
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> <li>- to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals.</li> <li>- to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school.</li> <li>- to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates.</li> </ul> <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> <li>- work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members;</li> <li>- focus on the SIP as its primary responsibility at the school;</li> <li>- use Multiple Measures and align resources to support the SIP and the school's program design;</li> <li>- provide guidance, evaluation and approval for the SIP;</li> <li>- provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design;</li> <li>- act as the School Improvement and Accountability Council (SIAC) for the building;</li> <li>- establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;</li> <li>- provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues;</li> <li>- participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent;</li> <li>- participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process;</li> <li>- review, and when appropriate, approve discipline and safety procedures;</li> <li>- review, and when appropriate, revise the school calendar and/or schedule;</li> <li>- make recommendations regarding any changes to the school design to the District Board of Education through the building principal.</li> </ul> <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> <li>- participate in the day-to-day operations of the school;</li> <li>- be involved in issues relating to individuals (staff, students, or parents) within the school;</li> <li>- be involved in personnel issues.</li> </ul>	
Replacement Policy	<p>The CSC will be known as the School Advisory Board(SAB). The SAB will comply with State Law on School Accountability Committees. The membership of the SAB will include the following voting members determined through the following process.</p> <p><u>Positions assigned and recommended by the principal:</u></p> <ul style="list-style-type: none"> <li>● 1 Principal</li> <li>● 1 Assistant Principal</li> <li>● 1 Community Liaison</li> <li>● 1 Primary Teacher and 1 Upper Elementary Teacher</li> <li>● 4 Parents</li> </ul>	

	<ul style="list-style-type: none"> <li>● 1 Support Staff Member</li> <li>● 1 Community Member</li> </ul> <p><u>The SAB shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>● Meeting at least once a month</li> <li>● Recommending final candidates along with School Leadership Committee to DPS for the principal position (when a vacancy exists)</li> <li>● Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> <li>● Approving the school’s annual budget</li> <li>● Determining and approving the school’s master calendar and schedule</li> <li>● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</li> </ul> </li> </ul>	
School Proposal	<b>DF &amp; DF-R: Revenue from Non Tax Sources</b>	<b>Governance / Budget</b>
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> <li>1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested.</li> <li>2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate.</li> <li>3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval.</li> <li>4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties.</li> <li>5. The appropriate district staff will review and, if appropriate, execute the Agreement.</li> <li>6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file.</li> <li>7. The school(s) will proceed with the terms of the sponsorship agreement.</li> </ol>	
Replacement Policy	<p><u>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</u></p> <ol style="list-style-type: none"> <li>1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.</li> <li>2. The sponsorship will not alter any district owned resources unless permission is granted by the district.</li> <li>3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.</li> <li>4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will</li> </ol>	

	adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants).	
School Proposal	<b>GCF/GDF: Professional Staff Hiring</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve... Applicants for probationary appointments shall be required to have a bachelor's degree... Teachers in the Denver Public Schools shall hold a... teacher certificate... Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases... Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replacement Policy	<p>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"> <li>• 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.</li> <li>• 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.</li> <li>• The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</li> <li>• Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate.</li> <li>• Background checks will be administered using the existing systems and processes for the district.</li> </ul> <p>The School shall conduct reference checks.</p>	
School	<b>IKE / IKE-R: Promotion, Retention</b>	<b>Educational Program:</b>

Proposal	<b>and Acceleration of Students</b>	<b>Promotion, Retention and Acceleration of Students</b>
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> <li>1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.</li> <li>2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.</li> <li>3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> <li>a. A summary of the school's interventions during the current year to meet the student's academic needs</li> <li>b. The interventions to be implemented during the next school year to meet the student's academic needs.</li> </ol> </li> <li>4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.</li> </ol>	
Replacement Policy	<p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments; attendance will also be considered. The principal, administrators, teacher, and parents will confer at least three times prior to the end of the school year about the student's progress. 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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● All retention and promotion decisions will be finalized by May 15. The school will regularly communicate student performance to parents/guardians.</li> </ul>	
<p><b>Collective Bargaining Agreement Articles Waivers</b>  <b>WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT</b></p>		
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching	Educational Program: Calendar & Schedule

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

	<p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 225 minutes of undirected teacher planning time per week, and an additional, up to, 225 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p>	
School Proposal	Committees (Articles 5, 13, 29: Development Committee (5-4-1) and Personnel Committee (13-8))	
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>	
Replacement Policy	<p>The school requests to develop committees that align with the innovation plan which include: personnel (returning teachers for each grade level to screen candidate résumés, participate in interviews, and observe teaching to give recommendations to the principal who will have the final authority on hiring candidates); SAB (to replace CSC as outlined above)</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate. 11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt. 11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion... 11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following</p>	



	<p>completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	Teachers shall be entitled to the district’s basic fairness and due process guidelines in issuing corrective action.	
School Proposal	Article 1-7: Definition of “School Year”	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term “school year” as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Human Resource Management: Hiring & Staff Assignments
Article Summary	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against</p>	
Replacement Policy	The school requests waivers from article 11. The school has the authority to establish policies and procedures on teacher leave and corrective action for employees on annual contracts through process outlined in <b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</b>	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments

<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"> <li>• Teachers verify consideration group...</li> <li>• Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted.</li> <li>• Recommendation for non-renewal of probationary teachers.</li> <li>• In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</li> <li>• Schools report vacancies. (Article 13-17) Vacancies are posted.</li> <li>• Teachers apply to transfer for vacancies. (Article 13-18)</li> <li>• Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)</li> <li>• Assignment of unassigned non-probationary teachers. (Article 13-194)</li> <li>• End of open market staffing cycle.</li> </ul> <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
<p>School's Replacement Policy</p>	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p>	
<p>School Proposal</p>	<p>Article 13-8 Personnel Committee</p>	<p>Teaching: Human Resources Management: Hiring &amp; Staff Assignments</p>

<p>Article Summary</p>	<p>13-8 Personnel Committee.  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.</p>	
<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, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.  All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.  The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC, will make RIBS decisions based on performance, professionalism, and merit.</p>	
<p>School Proposal</p>	<p>Article 14-1: Summer School Teaching Positions</p>	<p>Teaching:  Human Resource Management: Hiring &amp; Staff Assignments</p>
<p>Policy</p>	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.  14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.  14-1-1-1 Summer school teaching positions shall be posted.  14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.  14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.  14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	

Replacement Policy	The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	The Innovation School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p>	

	<p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal, in consultation with the CSC, shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	<p>See Extra Duty Compensation schedule in Article 32</p> <p>Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</p>	
School's Replacement Policy	<p>As part of the budgeting process conducted each spring for the following school year, the principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities consistent with the innovation plan. In no event shall this determination be made later than March 15th for the following school year.</p>	

<p><b>State Statute Waivers</b></p> <p><b>WAIVER REQUESTS – COLORADO STATE STATUTES</b></p>		
School Proposal	<p>Colorado State Statutes:</p> <p>Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel</p>	<p>Leadership: Human Resource Management: Teacher Evaluations</p>
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to <a href="#">section 22-9-105.5</a> or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services</p>	

	<p>develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p> <p>All teachers will receive at least one formal observation each year and/or be observed multiple times in each of the LEAP indicators within a given year.</p>	
School Proposal	<p><b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b></p>	<p>Teaching: Human Resource Management: Staff Hiring, Compensation</p>
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom</p>	



	teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC and Human Resources shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	<b>Section 22-32-109(1)(g): Handling of Money</b>	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	<b>Section 22-32-109(1)(n)(I): Schedule and Calendar</b>	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 CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	

School Proposal	<b>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</b>	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 CSC, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	<b>Section 22-32-109 (1)(n)(II)(B): School Calendar</b>	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 CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s	



	Instructional Superintendent. 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.	
School Proposal	<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	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. 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"> <li>• Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources.</li> <li>• The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process.</li> </ul> <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	<b>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</b>	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of <a href="#">section 22-7-407</a> ;	
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	<b>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</b>	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	<b>22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel</b>	Teaching: Human Resource Management: Staff Dismissals
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: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in <a href="#">section 22-32.5-103 (2)</a> , may delegate the power specified in this paragraph (h) to an innovation school, as defined in <a href="#">section 22-32.5-103 (3)</a> , or to a school in an innovation school zone, as defined in <a href="#">section 22-32.5-103 (4)</a> .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in this paragraph (h) to the school leader. All process for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.	
School Proposal	<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	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 <b>develop an educational program that aligns to the mission and vision</b> 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"> <li>• Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted.</li> <li>• The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</li> <li>• The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC.</li> </ul> <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Teaching: Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(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.</p> <p>(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.</p> <p>(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 <a href="#">section 22-60.5-207</a>.</p> <p>(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>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. 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> <p>Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts,</p>	

	Music). The school will otherwise meet all Title III licensing expectations.	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</b>	Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.</p> <p>(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of:</p> <p>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</p> <p>(II) One-twelfth of the annual salary specified in the employment contract.</p>	

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.

(II) Repealed.

(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is

longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to [section 22-2-117](#), provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to [section 22-63-302](#) or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in [section 22-9-106](#) as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching



	<p>positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in <a href="#">section 22-9-106</a> and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of <a href="#">section 24-72-204 (3) (a), C.R.S.</a>, upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>	
Replacement Policy	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
School Proposal	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</b></p>	<p>Teaching: Human Resources Management: Dismissals</p>

<p style="text-align: center;">Statute Description</p>	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to <a href="#">section 22-9-106</a> and the rules adopted by the state board pursuant to <a href="#">section 22-9-105.5</a>, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
<p style="text-align: center;">School's Replacement Policy</p>	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>The school principal has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
<p style="text-align: center;">School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</b></p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
<p style="text-align: center;">Statute Description</p>	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a</p>	



	<p>position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	<p>The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	
School Proposal	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</b></p>	<p>Teaching: Human Resource Management: Dismissals</p>
Policy	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
Replacement Policy	<p>All teachers will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any lawful reason.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a</p>	

	teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</b>	Teaching: Human Resource Management: Dismissals
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in <a href="#">section 22-63-301</a>. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to <a href="#">section 22-60.5-107 (2.5)</a> or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p> <p>(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.</p> <p>(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.</p> <p>(c) Expenses of the hearing officer shall be paid from funds of the school district.</p> <p>(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.</p> <p>(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.</p> <p>(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.</p> <p>(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.</p> <p>(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.</p> <p>(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.</p> <p>(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.</p>	

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to [section 22-9-106](#). The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:

(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: [Sections 18-3-305](#), [18-6-302](#), and [18-6-701](#), C.R.S., [or section 18-6-301](#), C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or

(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in [section 18-18-102 \(5\)](#), C.R.S.

	(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).	
Replacement Policy	<p>Teachers hired from within Trevista and non-probationary teachers hired before adoption of Innovation retain their continuing employment rights within the District including those outlined in the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, <i>et seq.</i>, with the exception of specific waivers required for implementing the innovation plan.</p> <p>If teachers with continuing employment rights within the District leave Trevista they will continue to have the right to apply for an assignment in accordance with the DCTA Master Agreement, subject to the statutory provisions on mutual consent.</p> <p>All teachers hired after the adoption of the innovation plan will be subject to adhering to all provisions outlined in the innovation plan and will be offered annual contracts. The contract will outline general terms of employment to include the process for how a teacher can end his/her work relationship with Trevista and Denver Public Schools. If the school wishes to terminate a teacher’s contract early, the teacher will have a right to the procedures contained in DPS Policy GDQD and regulation GDQD-R.</p> <p>The school will make annual decisions regarding teacher contract renewal and communicate those decisions as early as possible. The principal will make renewal and dismissal decisions in consultation with our human resources department and the Instructional Superintendent. Teacher employment, for those on annual contracts, will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, <i>et seq.</i></p>	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule</b>	Teaching: Human Resource Management: Compensation
Policy	(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.	
Replacement Policy	The school will adopt a salary schedule that will meet or exceed the district’s salary schedule. The School’s Principal, in consultation with the SAB, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay.	
School Proposal	<b>22-63-402. Services - disbursements</b>	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. 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. The school has the authority to determine its own compensation system for all employees, including instructional staff. The school will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including Procomp.	
School Proposal	<b>22-63-403 Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403</b>	
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	The school has the authority to establish dismissal policies and procedures for employees on annual contracts, including any applicable compensation. Such policies and procedures will be outlined in the Employee Handbook.	

No later than 60 days before the end of the school year, the principal in consultation with the SAB and SLC 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.