

Article 5 - Student Achievement, Instruction and Educational Reform

5-1 Guiding Principles

5-1-1 Implementation of the District's instructional program is complex and best accomplished when there is mutual respect among a school's administrators and teachers and a joint commitment to problem solving. Such an atmosphere in no way diminishes the authority of the principal or the professionalism of teachers.

5-1-2 The Board of Education is vested with the authority to establish the District's curriculum and instructional program **such that the District provides curriculum that aligns with Colorado State Standards and/or the Common Core Standards for each required class.**

5-1-3 For teachers, a variety of professional growth activities is most likely to improve instruction, including individual time for reflection, participation in grade level/subject area/vertical teams, whole school professional development, working with the ~~literacy coach~~ **team leads**, and participation in professional learning communities. A staff development plan shall take into account the differentiated needs of teachers based on experience, education, and skills. **No teacher shall be required to participate in professional or staff development that is not of specific value to their content or classroom practices.** A variety of activities developed in collaboration with teachers shall be included in the plan.

5-1-4 Teamwork among teachers and with the principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program. **Departments or Grade Level Teams shall select curriculum by a majority vote of the teachers. Educators have the authority to adapt and supplement curriculum based on their professional discretion in alignment with the Colorado State Standards and/or Common Core State Standards.**

5-1-5 A positive school climate is also an important component of improving student achievement. **Principals will work collaboratively and in a non-punitive manner with teachers and SSPs to create a healthy school climate.**

5-2 Instructional Issues Council.

5-2-1 The District and the Association shall establish a District-wide Instructional Issues Council (the Council) to collaborate, review, and problem solve through an open and honest dialogue, in order to make recommendations by consensus, where appropriate, regarding the planning, implementation and ongoing improvement of the District's existing and proposed curriculum, instructional programs, and assessment tools, including professional development. The Council shall be co-chaired by a teacher,

appointed by the Association President, and a designee of the Superintendent.

5-2-2 Impact on Student Achievement and Teacher Time. When considering a recommended course of action, the Council will consider the impact of the proposed initiative on the:

- Estimated potential for improving student achievement; and
- Teachers' time to teach and work week.

5-2-3 The Council shall operate based on the guidelines below:

- a. The Council shall have a facilitator, if a source of funding other than the District or Association can be identified. The facilitator and co-chairs shall focus on District-level issues and shall jointly develop the agenda.
- b. The co-chairs shall meet monthly with the Superintendent and Association President to report on the Council's activities and progress.
- c. The Council shall be composed of the Chief Academic Officer (CAO) **or successor position, the Association President (or designee)** and 12 other members, inclusive of the co-chairs: 6 teachers appointed by the Association President and 6 designees appointed by the Superintendent **from members of the Instructional Superintendent Advisory Committees.**
- d. The Council shall provide a joint report to the Board of Education and the DCTA Board of Directors at least annually.
- e. The Council shall meet a minimum of once a month, but may meet more often if mutually agreed upon.
- f. Participation on the Council shall be accommodated by a combination of release time, provided by the District, and **voluntary** time outside of the teacher work day **compensated at the extra duty rate.**

5-2-4 In the event the Council identifies an area of particular concern requiring more time and additional teacher input, the co-chairs shall notify the Superintendent and Association President of the need for a taskforce to examine the issue and make recommendations to the Superintendent and Association President for redress of the issue. The Superintendent and Association President, within one month of notification from the Council shall agree on the makeup of the taskforce and commission its work.

5-3 Instructional Superintendent Advisory Committee.

5-3-1 Each Instructional Superintendent **Network** shall establish an Instructional Program Implementation Advisory Committee (the Advisory Committee), whose purpose shall be to provide a forum for administrators and teachers to address issues related to implementation of the District's instructional program at **one or more schools in the network.** In addition, the Advisory Committee shall address implementation of best instructional practices at **area network** schools, school climate, strategies for increasing enrollment, articulation among schools and professional development in the area. The Advisory Committee shall not address personnel issues.

5-3-2 The Advisory Committee shall be comprised of at least ~~six (6)~~ four (4) administrators, ~~appointed by the instructional superintendent~~, and ~~six (6)~~ four (4) teachers/~~SSPs appointed by the Association President~~. ~~The Instructional Superintendent and Association President shall each appoint three (3) teachers and three (3) administrators.~~ ~~Each member shall have at least three years teaching experience.~~ Any additional members will be chosen by mutual agreement. Other staff will be invited to attend meetings when appropriate.

5-3-3 The Advisory Committee shall meet at least quarterly. Minutes of the meeting shall be maintained, and information shall be disseminated to the ~~Superintendent~~, Association, ~~the Instructional Issues Council~~, ~~area network~~ staff and other interested parties.

5-3-4 Each Instructional Superintendent shall communicate with principals and teachers under his/her supervision about the Advisory Committee's purpose and a means by which issues can be communicated for the Advisory Committee's consideration. ~~Staff in each network school shall be notified annually, and when membership changes, of name and contact information for Committee members to facilitate communication of issues and concerns at network schools.~~

5-3-5 Each Instructional Superintendent shall inform teachers in schools under his/her supervision that they may address personnel problems directly with the ~~Assistant~~ Instructional Superintendent.

5-3-6 Participation on the Council shall be a combination of release time, provided by the District, and ~~voluntary~~ time outside of the school day ~~paid at the extra duty rate~~.

~~5-3-7 Each network shall designate one member of the committee who shall be responsible for reporting issues, concerns, and suggestions to the Instructional Issues Council and minutes/notes of each Committee meeting.~~

~~5-3-8 Members of the Instructional Issues Council shall be appointed from members of the Advisory Committees.~~

5-4 – School Leadership Team

Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.

The SLT will ~~strive to~~ make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. ~~If~~

consensus cannot be reached, the matter shall be decided upon by a majority vote. Only official members of the SLT may vote. ~~If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision.~~ The SLT will meet regularly. Their responsibilities shall include:

- a. Review data and collaborate in the development of the School Improvement Plans;
- b. Review and collaborate on the design of and schedule for the professional development plan within the 40 hour work week. The SLT shall take into consideration other professional development and teacher obligations in scheduling this time; **Review and collaborate on the design of the school's schedule, including but not limited to:**

- Student schedule
- Teacher schedule
- Staff evaluation schedule
- Staff coaching and development plans, including Professional Improvement Plans (PIP), or any similar plan.
- Professional development plan and schedule within the workday and/or workweek
- Other operational and professional functions (e.g. committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams)

The SLT shall take into consideration other professional development and teacher obligations in scheduling this time;

- c. Review and collaborate on the implementation of the District's instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week
- d. Collaborate to identify strategies for increasing enrollment at the school;
- e. Collaborate to develop communication strategies for regularly reporting student progress to parents;
- f. Collaborate to implement best instructional practices;
- g. **Plan to identify and reduce non-essential work requirements.**
- h. Perform additional duties as outlined in Article 8

5-4-1 Any principal new to a building shall receive training on SLT procedures and distributive leadership. Any school shall receive, upon the request of at least one (1) member of the SLT, an SLT training conducted jointly by the Association and the District.

5-4-2 Any bargaining unit members who are assigned to multiple schools or work in district departments shall be represented by a Department Leadership Team (DLT).

5-5 Increasing Enrollment.

5-5-1 If an increase in enrollment above projections generates significant additional revenue, the parties shall agree to open interim negotiations for the purpose of increasing teacher allocations.

5-5-2 A high priority for the use of increased entitlement revenue shall be additional teacher allocations.

5-6 School Redesign and Restructuring. The Superintendent and the Association President shall meet annually by the end of October to identify schools that may be subject to Restructuring, Redesign, **Closure** or Program Change and the timeline for decision making. Options to Restructuring or Redesign shall be discussed.

5-6-1 A school shall be identified for Redesign based on substandard student achievement or substandard growth in student achievement as identified in federal or state accountability systems.

5-6-1-1 Starting in the 2017-2018 school year, the district's SPF indicators calculation system shall remain the same for a minimum of three years. Any changes to the SPF calculations must be preceded with written notice to DCTA, formal discussions with DCTA, and public comment jointly facilitated by DCTA. No change may be implemented unless teachers and SSPs receive notice of the changes at least two months prior to the beginning of the school year in which the changes will be implemented.

5-6-2 The Restructuring of a school is the alteration of the governance structure of the school, as provided in the reauthorization of the ~~Elementary and Secondary Education Act~~ **Every Student Succeeds Act**.

5-6-3 A Program Change is a substantial change to the educational program at the school that has been approved by the Board of Education, the CSC, or both. Some or all of the teaching positions at a school approved for a Program Change may be reposted ~~with a new job description that reflects the new program requirements.~~ **if a new job description better reflects the new program requirements. Absent a compelling reason, existing faculty shall be given priority in filling these reposted positions.**

5-6-3-1 Moratorium for charter schools: There will be a net zero increase in the number of Board authorized charter schools over the term of this agreement and the total number of students enrolled in charter schools by the end of school year 2020-2021 will not exceed 101% of the total student charter enrollment capacity as of school year 2016-2017.

5-6-4 The treatment of personnel in schools subject to Redesign, Restructuring and Program Change is described in Article 13.

5-6-5 The Association and the District affirm that early intervention to improve achievement in a school that may be designated for Redesign or Restructuring is in the best interests of the school's students, teachers, parents, Community and the District. ~~Early intervention is consistent with federal and state accountability system timelines.~~ **No school shall be subject to redesign or closure until the district has provided and documented significant supports for the improvement of school performance.**

The Association and the District affirm that many internal and external factors contribute to a school's success and will endeavor to make decisions in the best interest of students, teachers, and the community without placing blame on any one party.

5-6-5-1 Any planning and implementation of Early Intervention must include significant and authentic participation of the school's existing faculty. Early intervention is consistent with federal and state accountability system timelines

5-6-5-2 Prior to any Board of Education decision, documentation and results of previous interventions must be reviewed with the school faculty, the Association and parents. The SQR, or any successor tool or instrument, in its entirety, must be published and communicated to the school staff and community within 10 school days of receipt by the district. Following publication of the SQR DPS and DCTA will jointly plan and conduct a minimum of 3 separate public forums to review the results of the SQR, receive public feedback and proposals to increase school performance prior to any action of the School Board. The Board shall engage in meaningful consideration of the results of the community meetings.

a. If a school receives an "unsatisfactory" State Accountability Rating (SAR), the Association and the District shall meet to consider whether or not a team should be constituted to review the school. If a review is warranted, the nature, extent of the review and composition of the team shall be identified.

b. If a review by a team is warranted, at least one member of the team shall be a teacher appointed jointly by the Association President and the Superintendent.

c. The extent to which the recommendations of the review team are implemented and their effectiveness shall be periodically reviewed. During the second semester of the school year in which a Redesign or Restructuring has occurred, the Superintendent and the Association President shall review the culture, climate, student achievement and parent satisfaction of the redesigned school. The information gathered will be shared with the Board of Education and the Board of Directors and used to inform any future decisions about Redesign or Restructuring.

5-6-5-3 Prior to the Board of Education making the decision to turnaround, restart, or close a school in the District, it must first commission an independent study to determine whether previous efforts to do so at other schools was successful and, if so, what the factors led to the success. This study shall be conducted with input from the Association and all findings shall be issued to the public.

5-7 Bond and Mill Levy Oversight.

5-7-1 Whenever a new Bond or Mill Levy is approved by voters, DPS and DCTA shall immediately convene a taskforce to create a plan to allocate monies in accordance with the terms of the Bond and/or Milly levy. The taskforce shall consist of equal numbers of

district, community/parents and DCTA representatives. Cost of the taskforce shall be paid by funds generated by the bond and/or mill levy.

5-7-2 Any mill levy or bond oversight committee shall include at least four (4) members appointed by the DCTA president. .