

SCHOOL LEADERSHIP TEAM TOOLKIT



DEVELOPED JOINTLY BY

DENVER PUBLIC SCHOOLS

&

DENVER CLASSROOM TEACHERS ASSOCIATION

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**Memorandum of Understanding
Between
Denver Classroom Teachers Association
And
School District No. 1
Denver Public Schools**

Training for School Leadership Teams (SLT's)

The District and the DCTA shall form a working group on collaborative leadership to develop recommendations for training and guidance to increase the effectiveness of SLT's in establishing collaborative school cultures aimed at improving student outcomes. The Collaborative Leadership Working Group shall be composed of three teachers appointed by the DCTA and three administrators appointed by the District.

The Collaborative Leadership Working Group will deliver recommendations to the District and the DCTA by January 15, 2010 for a limited number of training pilots to be conducted and evaluated during the 2009-2010 school year. The recommendations developed by the Collaborative Leadership Working Group will be subject to approval, including identification of appropriate funding, by the District and DCTA.

**Collaborative School Committee (CSC) and School Leadership Team (SLT)
Side-by-Side Comparative Document**

	Collaborative School Committee (CSC)	School Leadership Team (SLT)
Membership	<ul style="list-style-type: none"> • Administrators • Faculty • Classified Staff • Parents • Community 	<ul style="list-style-type: none"> • Principal • Association Representative • Teacher appointed by the Principal • Minimum of 3 teachers who represent a cross section of the faculty including grade levels, specials, dept. chairs, and special service providers.
Membership Rotation	Best practice within the District is to revisit CSC membership on an annual basis. Typically CSC membership is decided upon within the first 2-weeks of the school year.**	SLT members are elected annually by a majority of the faculty voting by secret ballot.
Operating Norms	To be established by the CSC.	<ul style="list-style-type: none"> • Will work to operate in an environment marked by mutual support and respect. • Will make decisions by consensus.
Decision Making	<p>Best practice is that the decision making process should be a collaborative process. To the extent possible, decisions should be made by consensus. Consensus is either a unanimous decision or a majority decision that the entire CSC, including the dissenters, will support.</p> <p>If consensus cannot be reached, the principal will take into consideration all of the discussion and feedback from all CSC members. The Principal will consult with the IS and determine the best decision and communicate that back to the CSC members.**</p>	<p>Decision by Consensus</p> <ul style="list-style-type: none"> • SLT will make decisions by consensus. • Consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. <p>Decisions - Consensus Not Reached</p> <ul style="list-style-type: none"> • If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent (IS). • Referral is made to IS by Principal, Association Representative and/or other designated SLT member.** • IS, Principal, Association Rep. and/or other designated SLT member will determine communication protocols (e.g., IS to the entire SLT or IS to the designated person/people).** • The IS will consult with the Association prior to making a decision. • The IS will communicate decision back to the SLT (either to the entire SLT or with the Principal/Association

	Collaborative School Committee (CSC)	School Leadership Team (SLT)
		Rep./designated SLT member – depending on communication protocol**).
Purpose & Scope	<ul style="list-style-type: none"> Enhance student achievement and school climate by engaging school community in collaborative efforts that support the school and District’s goals. Provide strategic direction in support of the school’s mission and vision as stated in the Unified Improvement Plan (UIP). 	
Responsibilities	<ul style="list-style-type: none"> Focus on UIP as primary responsibility. Align resources to support UIP and school’s program design. Provide guidance, evaluation and approval for UIP. Provide guidance, evaluation and approval for the annual school budget to insure alignment with UIP and school’s program design. Provide guidance, evaluation and approval for staffing allocations. Make recommendation regarding any changes to the school design. Participate in principal selection process. Provide input on principals’ involvement in and support of the CSC for principal’s annual evaluation. Review, and when appropriate, approve discipline and safety procedures. Review, and when appropriate, approve school calendar and/or schedule. Act as the School Improvement and Accountability Council (SIAC). Increase parent, community, civic, service, and neighborhood involvement. 	<ol style="list-style-type: none"> Review data and collaborate in the development of UIP. Review and collaborate on the design of the school’s schedule, including but not limited to: <ul style="list-style-type: none"> student schedule teacher Schedule professional development plan and schedule within the workday and/or work week other operation and professional functions (e.g., committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams) SLT shall consider other professional development and teacher obligations when scheduling professional development time. Review and collaborate on the implementation of the District Instructional Plan as it specifically applies to classrooms and grades at the school this include prioritizing and sequencing activities within the teacher work week. Collaborate and identify strategies for increasing enrollment at the school. Collaborate to develop

	Collaborative School Committee (CSC)	School Leadership Team (SLT)
		<p>communication strategies for regularly reporting student progress to parents.</p> <p>g. Collaborate to implement best instructional practices.</p>
<p>Unified Improvement Plan (UIP) <i>Formerly known as the School Improvement Plan (SIP)</i></p>	<ul style="list-style-type: none"> • Focus on UIP as primary responsibility. • Align resources to support UIP and school's program design. • Provide guidance, evaluation and approval for UIP. 	<ul style="list-style-type: none"> • Review data and collaborate in the development of UIP.
<p>Agreement References & Board Policies</p>	<p>DPS/DCTA Collective Bargaining Agreement: Articles 5, 8, 12, 13, 18, 24, 25, 26, 32</p> <p>Board Policy BDFH: http://www.dpsk12.org/policies/Policy.aspx?-db=policy.fp3&-format=print.html&-lay=html&-sortfield=File&-op=eq&Section=B&-recid=33036&-find=</p>	<p>DPS/DCTA Collective Bargaining Agreement: Articles 5, 8, 18, 24 and 26 School Leadership Team- June 7, 2012 new Agreement</p>

Frequently Asked Questions

1. To most efficiently allocate time within the forty (40) hour work week, especially for schools with small numbers of faculty members, is it recommended or acceptable to merge the Collaborative School Committee (CSC) and the School Leadership Team (SLT)?

No, the assigned areas for decision-making and other responsibilities of the two committees are sufficiently different to keep them separate. Specifically, one school governing committee, the CSC, has a general school policy or data-driven instructional program design and evaluative role, and the other, the SLT, is more responsible for of the day-to-day, nitty-gritty program implementation and activities sets of responsibilities.

2. Who has the responsibility for the design/content and scheduling of the professional development plan and related activities at each site?

The School Leadership Team (SLT) through collaborative and consensus building processes is responsible for the implementation of the District's instructional program consistent with the site Unified Improvement Plan (UIP), insuring that the activities are prioritized and sequenced within the 40 hour work week.

NOTE: If a school is designated as "yellow" or "red" on the School Performance Framework (SPF), there may be required or suggested professional staff development.

3. Who has the responsibility for designing professional development?

The District has the responsibility to establish the broad desired instructional objectives or goal areas. However, how those areas are to be developed and implemented at each school are consistent with the Unified Improvement Plan (UIP) is the responsibility of the School Leadership Team (SLT) in consultation with the faculty, as approved by the Network Instructional Superintendent.

4. What is the role of parents with the SLT?

Parents do not serve on the SLT. Parents are not involved in the day-to-day operations of the schools.

5. How would you describe the SLT's function compared to the CSC?

The CSC has a general school policy or data-driven instructional program design and evaluative role, while the SLT is more responsible for of the day-to-day, nitty-gritty program implementation and activities sets of responsibilities.

A good analogy would be to think of the CSC the school's board of directors. Typically, the board of directors operates in strategic or advisory capacity. The SLT on the other hand would be more like the school's management team. They handle the day-to-day operations of the school.

6. Provide an example of how the CSC and SLT function at the school.

The CSC assists with establishing the budget and school priorities so that they support the Unified Improvement Plan (UIP). For example, based on the school budget, the CSC may decide that in the coming year, they want to have music as one of the specials that is offered at the school.

The Principal would then share this with the SLT and the SLT would decide on when music is scheduled.

7. What is the process if the SLT cannot come to a consensus?

If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent (IS). Referral is made to the IS by Principal, Association Representative and/or other designated SLT member. Typically, the IS, Principal, Association Rep. and/ or other designated SLT member will determine communication protocols (e.g., IS to the entire SLT or IS to the designated person/people). The IS will consult with the Association prior to making a decision. The IS will communicate decision back to the SLT (either to the entire SLT or with the Principal/Association Rep./designated SLT member – depending on communication protocol).

8. Do SLT meeting minutes need to be provided to the CSC?

Typically, SLT meeting minutes are not provided to the CSC. If information from an SLT meeting needs to be communicated to the CSC, the principal will act as the liaison between the two groups.

9. How should SLT meeting minutes be communicated to the staff?

There are a number of best practices a SLT can use to communicate minutes. Some ideas include: a school wide e-mail, meeting notes distributed via school mailboxes, or posting notes on the school's website. SLT should be mindful not to distribute confidential matters.

10. If I am a teacher, can I provide suggestion to the SLT about the Professional Development that I'd like to see at my school?

Yes. Teachers and school staff are encouraged to provide professional development topics to SLT members.

School Leadership Team
DPS / DCTA Tentative Agreement – Supplement to the Agreement, Sept. 2012

Article 5 – Student Achievement, Instruction and Educational Reform

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 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 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 the school's schedule, including but not limited to:
 - student schedule
 - teacher schedule
 - professional development plan and schedule within the workday and/or workweek
 - Other operational and professional functions (eg. 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. Perform additional duties as outlined in Article 8.

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) or Secondary Teaching Load (Article 8-5-1) only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.

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

8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32. New teachers will be paid for orientation meetings on the next practical payday. Teachers hired after the orientation process will be afforded comparable training opportunities to that offered during orientation.

8-1-2 The length of the contract year for teachers shall be one hundred eighty-four (184) days. Except as otherwise determined by the SLT, 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.

The SLT may determine when the days will be scheduled during the predetermined non-contact days.

8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.

8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days to meet the needs of the Community.

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 to learn the content are provided.

8-1-3-1 Teachers who cannot attend will need to discuss reasons with their administrator.

8-1-3-2 Schools may seek a waiver from this Agreement, as in Article 2-4-1, if the training cannot be scheduled during the week prior to or after the school year. In such cases attendance would be voluntary. Under no circumstances, will a waiver be granted if training is also being held before or after the school year, as in Article 8-1-3.

8-1-4 Evening Meetings. In addition to the 40 hour work week, each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.

8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be reduced to writing and become an addendum to the individual's initial employment contract with the District.

8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include:

1. Lunch Periods. There shall be a minimum standard forty-five (45) minute daily lunch. Lunch shall be duty free.
2. *8-2 (2) Deleted*

8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.

8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining

8-3 Increases to individual planning time:

- For Secondary Teachers: Each secondary school teacher shall receive a minimum of three-hundred-forty-five (345) minutes of self-directed instructional planning time per week. Within the three-hundred-forty-five-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.
- For Elementary/ECE/K-8 Teachers: 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.

- The District recognizes the importance of having time for instructional planning. When feasible and appropriate, schools may extend the amount of planning time available, especially for elementary/ECE/K-8 school teachers.
- The parties recognize that in order to maximize student learning, educators need an opportunity to participate in meaningful, authentic, collaborative planning that enhances instruction and takes into account teachers' individual pedagogical needs.

8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel. These teachers shall be required to assume non-teaching duties only in their home school assignment. Every effort will be made to limit the amount of inter-school travel. Such teachers shall be notified of any change in their schedules as soon as practicable.

8-5 Teaching Loads. The range of teaching loads, number of preparations and number of pupil contacts required should provide for effective instruction and meaningful teacher-student interaction.

8-5-1 Secondary Teaching Load. Unless altered by the SLT process, the normal teaching load for secondary school teachers shall be five (5) teaching periods per day, or the equivalent thereof if block scheduling is used. A teacher may request to teach a sixth period.

8-5-1-1 The maximum class size in grades six (6) through twelve (12) shall not exceed thirty-five (35) students. In no case shall a teacher have a total greater than 175 students per day unless an exception is provided for in Article 8-5-1-2. For schools that include both elementary grades (ECE-5) and secondary grades (6-12) whose staffing model differs from the traditional elementary and secondary staffing model, such must be made known to all prospective applicants to the school during the posting and /or interview process.

8-5-1-2 For music and physical education classes, the SLT may annually set a higher daily class size limit for a single school year or semester after engaging in direct consultation with the affected teacher(s) and department chairperson(s). The criteria to be considered in deciding whether to increase the maximum class size limit must include safety of students and staff, adequacy of the facility and equipment, and the impact on the educational program in those classes. The SLT will specify which courses and sections will have the higher class size limits and the actual maximum number in each. All raised limits will expire at the end of each semester or school year as specified by the SLT. All decisions to increase maximum class size must be made no later than the time that schedules are set for the school each semester.

8-5-2 Elementary Teaching Load. The Board shall maintain its effort to retain the class size reduction which has been achieved in grades 1 and 2. The level of staffing to maintain such class size is dependent on availability of funding. When it is necessary to have class size exceed twenty-five (25) in primary elementary grades (K-3), the Board shall honor teachers' requests for qualified paraprofessional assistance according to the following schedule, and in grades four (4) and five (5). When class size exceeds twenty-seven (27), the following schedule will apply:

8-5-2-1 One (1) hour of paraprofessional assistance per day for one (1) to two (2) students over twenty-five (25).

8-5-2-2 Two (2) hours of paraprofessional assistance per day for three (3) to five (5) students over twenty-five (25).

8-5-2-3 Three (3) hours of paraprofessional assistance per day for six (6) to seven (7) students over twenty-five (25).

8-5-2-4 For grades K-5, in no event shall classes exceed thirty-five (35) students, unless the only solution is transferring students to other schools.

8-5-3 Specialized Service Providers. The District and the Association recognize the valuable contribution that specialized service providers bring to our schools and to improving student achievement. Therefore, the Board and the Association are committed to providing schools with both multidisciplinary teams and staffing ratios that lead the Denver metropolitan area. To meet this commitment, the parties agree that beginning with the 2003-2004 budget process, any increases in the "at risk" funding component of the School Finance Act that are not earmarked by the State will be used to improve specialized services staffing ratios.

8-6 Department chairpersons in high schools shall be elected by the Department, subject to approval by the principal. Unless determined otherwise by the Collaborative School Committee (CSC), the term for department chairpersons shall be three (3) years. Department chairpersons shall not succeed themselves unless approved by the CSC.

8-6-1 Department chairpersons shall be provided time to fulfill the duties of that assignment as determined by the principal after consultation with the CSC.

8-7 Non-Teaching Duties. The District agrees to make every effort to reduce nonteaching duties that do not best use a teacher's presence and skills, through the use of teacher aides.

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. Reassignment to such nonteaching duty can only be after an interim of at least two (2) consecutive semesters.

8-7-2 Special educators' and specialized service providers' non-teaching duty time will be used solely for implementing the Individuals with Disabilities Education Act (IDEA) mandates.

8-8 Lesson Plans. Teachers will maintain effective lesson plans related to the approved curriculum for use by the teacher in regular instruction and review by the administration, as well as specific, detailed lesson plans for use by substitute teachers.

8-8-1 Teachers and administrators will discuss and agree upon the format of lesson plans.

8-8-2 The administrator can ask for lesson plans to be turned in for the purpose of improving instruction and will provide constructive feedback to the teacher submitting the plans.

8-8-3 If the administrator has questions of the teacher regarding the lesson plan, then the administrator and the teacher will discuss the lesson plan and identify any next steps as necessary. A teacher will only be responsible for lesson plans for the first five (5) days of any absence.

8-9 Classroom Interruptions. The District agrees that classroom interruptions diminish the time for instruction. The administrative staff and teachers shall make every effort to avoid unnecessary interruptions during instructional periods.

8-10 Class Coverage. It is an administrative responsibility to cover all scheduled classes.

8-10-1 During the first month of each school year, the SLT, in consultation with the department chairs at the secondary level or grade level chairs at the elementary level, shall develop a written contingency plan for class coverage occasioned by a shortfall of substitute teachers. Individuals must possess the appropriate teaching credentials to be considered for class coverage. Such plan shall include the procedure for enabling teachers to invoke Article 32-6.

8-11 Emergency School Closings.

8-11-1 When weather conditions constitute a danger sufficient to require the closing of schools, the following procedure shall be followed:

- a. If the conditions exist prior to the normal school opening time, teachers shall be notified, as early as possible, by public media or direct contact and shall not be required to report to work.
- b. If the conditions require closing during the school day, teachers shall be dismissed as soon as possible after students are dismissed.

8-11-2 When weather conditions are such that schools will be open, but some professional staff or students are not able to attend because of the severity of conditions in their locale, the following procedure shall be followed:

- a. As soon as possible, teachers affected shall notify the principal of their inability to attend school that day.
- b. Professional staff who cannot attend school because of weather conditions or other emergencies will have deducted from their personal leave, if available, or sick leave if personal leave is not available, the day or days they were unable to attend their assignment. All teacher absences under this Article are subject to review by the school building level administrator.

8-12 Teacher-in-Charge. If a teacher is placed in charge of a building during the absence of the principal, and when the principal's absence will be one-half day or longer, the teacher will be relieved from either the office or classroom assignment.

8-13 Transportation of Students. Teachers shall not be required to transport pupils to activities, which take place away from the school building.

Additional Resources

Sample of Minutes

Calendar Dates that SLT is discuss:

DENVER PUBLIC SCHOOLS

2012 – 13 School Year Calendar

- NO CLASSES FOR STUDENTS

Non-Student Contact Days (No classes for students)

- August 20, 21, 22, 23, 24; January 7, 22; February 19; June 5
- Total of 4 planning days – teacher self-directed planning
 - Total of 5.0 professional days:
 - 3 principal/district directed
 - 2 SLT directed
 - SLT to determine which non-student contact days are planning and which are planning and which are professional

Parent/Teacher Conference Days (No classes for students)

October 25 (Schools may modify the daily schedule for parent/teacher conference to meet the needs of the school community. Schools will also determine date and time for parent/teacher conferences during the second semester.)

- Early Release Days
- Assessment Days

Sample SLT Ballot

Denver Public Schools

Please vote for 3 representatives for the School Leadership Team. Ballot with more than 3 nominees checked will be disregarded.

Please note that the following two people are already on the SLT:

- (insert name) - Principal
- (insert name) - Association Representative
- (insert name) - Teacher appointed by the Principal

1. _____

2. _____

3. _____

Sample Agenda & Meeting Topics

Note: Agenda and meeting topics should be developed together

Proposed Timed Training Agenda

Topic	Time
Introductions	5 minutes
Overview of the meeting	5 minutes
Meeting objectives	5 minutes
<ol style="list-style-type: none">1. Participants will review the side by side document and gain an understanding of school committees2. Participants will review the roles and responsibilities of SLT and CSC3. Participants will review what decisions are made by each of the committees as well as the implications for their work4. Participants will understand the difference between the Body of Evidence document around CSC and the Agreement document around SLT	
Review of the “side-by-side” document	20 minutes
Composition of committees – SLT & CSC	10 minutes
Questions	10 minutes
<ul style="list-style-type: none">• Question cards will also be made available at the tables.	
Close	5 minutes

Sample Norms

- Operate in an environment marked by mutual support and respect.
- Make decisions by consensus.
- Stay focused on the agenda
- Listen thoughtfully
- Contribute but do not restate what has already been said

Communication Best Practices

- E-mail
- Newsletter
- Handout in staff mailboxes
- Team meetings

Resources

Who to contact if you have questions:

DPS – HR Connect (human resources call center): 720.423.3900

DCTA – 303.831.0590

Office of Family and Community Engagement (for CSC related inquiries):

<http://communityrelations.dpsk12.org/department-of-regional-community-engagement/frequently-asked-questions-who-to-contact/>