

**TENTATIVE AGREEMENT
BETWEEN
SCHOOL DISTRICT #1,
DENVER PUBLIC SCHOOLS
AND
DENVER CLASSROOM TEACHERS ASSOCIATION**

ARTICLE 5

Article 5 – Student Achievement, Instruction and Educational Reform Teacher Voice, Joint Activities, and the School Leadership Teams

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 leadership and teachers ~~with~~ a joint commitment to problem solving. Such an atmosphere in no way diminishes the authority of the principal-school leadership 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.

5-1-3 For teachers, a variety of relevant and tailored 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 teacher leaders, 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. A variety of activities developed in collaboration with teachers shall be included in the plan.

5-1-4 Teamwork among teachers and with the school leadership principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program.

5-1-5 A positive school climate is also an important component of improving student achievement.

5-1-5 The District and the Association recognize their collective responsibility to promote positive change in the District. The District and the Association agree that there are huge challenges to address in order to meet our Denver Plan 2020 goals and that we are better able to address

those challenges when there is a positive and effective collaboration between teachers, SSPs, school leadership and the District.

5-2 **Teacher Committees.**

5-2-1 The Superintendent or designee(s) and the Association may mutually agree to form teacher committees to address issues of significance that impact teachers' salaries, wages, hours, and conditions of employment.

5-2-2 The following committees have been formed to work toward that end:

- Agreement Review Committee – Articles 6, 7, and 11.
- Advisory District Personnel Performance Evaluation Council – Article 10
- Interim Negotiations – Article 6
- Benefits Board – Article 30
- Instructional Issues Council – Article 5
- Collaborative School Committees
- Personnel Committees – Article 13
- School Leadership Teams – Article 8
- Any additional committees may be formed as needed.

5-3 **Instructional Issues Council.**

5-3-1 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.

5-3-2 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.

5-3-3 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 a minimum of the Chief Academic Officer (CAO) and 12 other members, inclusive of the co-chairs: 3 and a maximum of 6 teachers/SSPs appointed by the Association President and a minimum of 3 and maximum of 6 designees appointed by the Superintendent.
- ~~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 when there is a District-wide issue that is necessary for the Council's discussion and review. The co-chairs for the Association and the District shall provide notice to the Deputy Superintendent when the Council would like to convene and on what topic(s). After convening, the Council shall determine by consensus how frequently and how long the group needs to meet in order to address the issue(s) presented, a minimum of once a month, but may meet more often if mutually agreed upon.
- f. Participation on the Council shall take place during ~~be~~ accommodated by a combination of release time, provided by the District, and voluntary time outside of the teacher work day.
- g. After coming to consensus on a recommendation, the Council will meet with the Deputy Superintendent in order to share any recommendations.

~~5-3 Instructional Superintendent Advisory Committee.~~

~~5-3-1 Each Instructional Superintendent 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 addition, the Advisory Committee shall address implementation of best instructional practices at area 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) administrators and six (6) teachers. The Instructional Superintendent and Association President shall each appoint three (3) teachers and three (3) administrators. 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 Association, area 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.~~
- ~~5-3-5 Each Instructional Superintendent shall inform teachers in schools under his/her supervision that they may address personnel problems directly with the 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.~~

5-4 Access to Instructional Superintendents: Instructional Superintendents will strive to get input from teachers and SSPs on the implementation of the instructional program, school climate, and/or professional development by meeting with schools' Instructional Leadership Teams and/or SLTs, by joining faculty meetings, and by responding to requests to meet and confer with the Association leadership.

5-5 **School Leadership Team.**

- 5-5-1 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.
- 5-5-2 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 referred to the Instructional Superintendent who shall consult with the Association prior to making a decision.

5-5-3 The SLT will meet regularly their responsibilities shall include:

- a. Review data and collaborate in the development of the ~~School Improvement Plans~~ Unified Improvement Plans (or future equivalent);
- ~~a.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/families;
- f. Collaborate to implement best instructional practices;
- g. Plan to identify and reduce non-essential work requirements; and
- g. Perform additional duties as outlined in Article 8.

5-5-4 Any principal new to the District shall receive training on SLT procedures.

~~5-5 Increasing Enrollment.~~

~~The Association and the District shall establish a task force comprised of principals, central staff, and teachers to develop recommendations for increasing student enrollment. The task force will examine issues such as student achievement, climate, culture, discipline and educational programs which affect student enrollment.~~

~~As of 8/08, work has been completed and workgroup shall reconvene as needed and agreed upon by both parties.~~

~~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 The Agreement Review Committee (ARC) has joint membership of the Association, including the chair of its bargaining team and one other teacher leader, and the District, including members of the Department of Human Resources. The ARC is a forum for raising and reviewing issues associated with implementing the terms of this Agreement.

5-7 School Redesigns, ~~School Redesign and Restructuring~~ Restarts and School Closures.

~~5-7-1 The Superintendent and the Association President shall meet annually in the fall by the end of October after the School Performance Framework is released to discuss identify the schools that may be subject eligible for to the schools that are eligible for closure or re-start under the District's School Performance Compact (SPC) (or any future equivalent of the Compact). Restructuring, Redesign, closure, or Program Change restart, and the Timelines for decision making and Options to Restructuring or Redesign regarding restart or closure shall be discussed.~~

~~5-7-2 The treatment of personnel in schools subject to redesign, Redesign, Restructuring and Program Change restart or closure is described in Article 13.~~

~~5-7-3 The Association and the District affirm that early intervention to improve achievement in a school that may be designated for redesign, Redesign or Restructuring restart or closure is in the best interests of the school's students, teachers, parents, Community and the District. Toward that end, the District will continue to implement its Tiered Support Framework (or a future equivalent), a structure that proactively targets resources for schools that need additional support.~~

~~5-7-4 Annually, the Superintendent (or designee) and the Association President shall meet, review, and provide input on the supports provided via the Tiered Support Framework.~~

~~Early intervention is consistent with federal and state accountability system timelines.~~

~~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.~~

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~~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. The extent to which the recommendations of the review team are implemented and their effectiveness shall be periodically reviewed.~~

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5-7-5 ~~Annually, During the second semester of the school year in which a Redesign or Restructuring has occurred,~~ the Superintendent (or designee) and the Association President shall meet and review the culture, climate, student achievement and parent satisfaction of the redesigned or restarted schools. The information gathered will also be shared with the Board of Education in order to help and the Board of Directors and used to inform any future decisions about Redesign or Restructuring, restart or redesign.

DCTA Representative

DPS District 1 Representative

By: _____

By: _____

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Date: _____

Date: _____