STAFFING HANDBOOK
2012-2013
SPRING STAFFING CYCLE

DENVER PUBLIC SCHOOLS
DEPARTMENT OF HUMAN RESOURCES

This document is not intended to create contractual rights.
January 24, 2012

Dear Colleagues:

Happy New Year!

The recruitment and retention of great people is a critical component of the Denver Plan and the success of our students. As we begin the spring staffing cycle for the 2012-13 school year, I want to thank you for your commitment to hiring the very best people to serve our students.

During the next several weeks and months, you will be working with your Collaborative School Committee to determine your budgeting and staffing plan for the 2012/13 school year. Your Instructional Superintendent, HR School Partner and Financial Partners will be helping to support you in ensuring that your school’s budget and staffing plan is aligned to serve your school’s most critical needs.

This handbook will serve as a resource to you throughout the staffing process. As in prior years, we will continue to provide regular updates to you throughout the staffing process. If you have any questions about the budgeting or staffing process, please contact your HR School Partner or Financial Partner.

Sincerely,

Shayne Spalten
Chief Human Resources Officer
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## Spring Staffing Timeline

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<tr>
<th>DATE</th>
<th>ACTION</th>
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<tr>
<td>1/3/12 – 1/31/12</td>
<td>HR/Budget pre-meetings w/Principals to review the budgeting/staffing process and priorities for the following school year.</td>
</tr>
<tr>
<td>1/9/12 – 2/13/12</td>
<td>Schools implement their own “Declaration of Intent” process to determine which staff members intend to return to the school the following school year. Sample form included in the “Forms” section of the Staffing Handbook.</td>
</tr>
<tr>
<td>1/19/12 – 2/1/12</td>
<td>Teachers requesting leave and changes in leave status submit forms to HR (includes general leave requests, study/travel/research leaves, charter school leaves, return from leave, resignations, move to part-time employment). Teacher “forms” will be available on line starting 1/19/12.</td>
</tr>
<tr>
<td>Wednesday, 2/1/12</td>
<td>Early Notification of Retirement Forms Due from Teachers. Any teacher who is eligible for retirement benefits and submits a retirement request effective the end of the school year for action by the Board is eligible for a $1,200 stipend payable at the time of retirement. See Article 31-15, DPS/DCTA Master Agreement.</td>
</tr>
<tr>
<td>Wednesday, 2/1/12</td>
<td>HR suspends the issuance of teacher contracts ceases for the 2011-2012 school year.</td>
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<tr>
<td>1/12/12 – 2/10/12</td>
<td>Principals meet with their Collaborative School Committees (CSCs) to discuss budget/staffing priorities for the following school year.</td>
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<td><strong>For schools with REDUCTIONS:</strong> Principals meet with their CSC to determine changes to budget based on anticipated funding reductions. If a Reduction in Building Staff (RIBS) is necessary, the CSC will determine the affected consideration group and will charge the PC with the task of conducting a RIBS process.</td>
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<td><strong>For schools with INCREASES:</strong> Principals meet with CSC to determine allocation of anticipated funding increases. If additional vacancies arise from the increase, the CSC will charge the PC with hiring for a vacant position.</td>
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<tr>
<td>2/7/12 – 2/8/12</td>
<td>HR/Finance workshops to provide overview of the budgeting and staffing process. Participation strongly encouraged. More information to follow via Connect Ed.</td>
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<tr>
<td>By Friday, 2/10/12</td>
<td>Schools ensure that Personnel Committee is trained to conduct interviews for potential RIBS and/or vacancies. School Partners can conduct training on the teacher selection process as requested.</td>
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<tr>
<td>Friday, 2/10/12</td>
<td>Budget Office e-mails budget forms to principals.</td>
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<tr>
<td>Friday, 2/10/12</td>
<td>Schools post written RIBS procedures and timelines. See Article 13, DPS/DCTA Master Agreement).</td>
</tr>
<tr>
<td>2/13/12 – 2/24/12</td>
<td>Budget/HR meetings with Principals at Del Pueblo. Principals will be contacted by HR/Budget with a timeslot for the meeting.</td>
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<tr>
<td>2/13/12 – 2/24/12</td>
<td>Personnel Committees conduct RIBS process and determine teachers to be reduced.</td>
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| 2/13/12 – 2/24/12 | **OPTIONAL:** In Building Bidding / In Building Shuffle  
|               |   ● Determine any positions to be open to internal school candidates only
|               |   ● Announce procedures for In Building Bidding process
|               |   ● Submit job requisitions for budget approval
|               |   ● Jobs live on the web – internal building teachers apply
|               |   ● Conduct internal candidate interviews and make selections           |
| 2/13/12 – 2/24/12 | Submit Preliminary Job Requisitions for Budget Approval.  
|               |   ● After February 24, 2012, schools should submit job requisitions as quickly as
|               |   possible after they become aware of a vacancy.                       |
|               |   ● Requisitions will be posted following Budget/HR meetings with Principals
|               |   assuming all contractual guidelines have been met (e.g., RIBS submitted to HR,
|               |   budget approval from CSC).                                           |
|               |   ● For “In Building Bidding/Shuffle” please include the following verbiage in the job
|               |   posting: “Internal candidate under Consideration.”                   |
|               |   ● Hiring for 2012-2013 vacancies is limited to unassigned non-probationary
|               |   teachers prior to Job Fair (tentatively scheduled for March 6, 2012).   |
| Friday, 2/24/12 | RIBS forms due to HR for **DCTA Personnel** (Teachers and Special Service Providers).  
|               |   Hard copy to be sent to HR School partner and on-line RIBS form completed by
|               |   school staff.                                                        |
|               |   Principals’ submit RIBS using online form. The form can be accessed via the Principal
| Monday, 2/27/12 | **Teacher Profiles Due**  
|               |   All RIBd teachers should complete the Teacher Profile and fax it to HR at (720) 423-3121.  
|               |   Teacher Profiles may also be scanned and emailed to HR at [Connect_HumanResources@dpsk12.org](mailto:Connect_HumanResources@dpsk12.org).
|               |   The Teacher Profile can be found in the “Forms” section of the Staffing Handbook  
| Thursday, 3/1/12 | Resume Writing & Interview Skills Workshop for Unassigned Teachers  
|               |   Temple Emanuel, 51 Grape Street, Denver, Colorado 80220
|               |   4:00 – 5:30 p.m.                                                                 |
| Tuesday, 3/6/12 | Hiring Fair for Unassigned Teachers – DATE IS TENTATIVE  
|               |   Temple Emanuel, 51 Grape Street, Denver, Colorado 80220
|               |   4:30 – 7:30 p.m.                                                                 |
|               |   The Hiring Fair to provide non-probationary teachers in the priority hiring pool with a
|               |   first opportunity to interview for positions for which they are qualified.  
|               |   All unassigned non-probationary teachers and teachers in limited term assignments are
|               |   invited to attend.  
|               |   Probationary teachers who have been reduced from their buildings may also be invited to attend some portion of the job fair. More details to be
|               |   provided. Leaders from all schools must attend with at least two (2) teacher
<p>|               |   members of the school Personnel Committee.                            |</p>
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<tr>
<th>DATE</th>
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<tr>
<td>Wednesday, 3/7/12</td>
<td><strong>Positions Open for Internal/External Hires</strong></td>
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<td>- Positions released for general hiring, including internal/external candidates other than non-probationary unassigned teachers.</td>
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<td>- <strong>Please note that certain positions may be subject to additional hiring restrictions as designated by HR throughout the hiring cycle.</strong></td>
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<td>- Schools may continue to hire unassigned, non-probationary teachers, as well as previously unassigned non-probationary teachers in limited terms assignments, at any point throughout the year.</td>
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<td>- <strong>IMPORTANT:</strong> Teachers must be highly qualified for the positions for which they have been recommended for hire.</td>
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<tr>
<td>Friday, 3/9/12</td>
<td><strong>Limited Term Assignment Placement Meeting</strong> (tentative)</td>
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<td>Meeting for the placement of reduced teachers. Teachers who are placed in a limited term assignment will be notified by their respective principal of their assignment for the 2012-2013 school year.</td>
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<tr>
<td>Friday, 3/16/12</td>
<td><strong>Non-teacher Personnel RIBS Deadline</strong> – Affiliated Denver Federation of Paraprofessionals (DFP), Denver Association of Educational Office Professionals (DAEOP), ProTechs, and non-teaching staff</td>
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<td></td>
<td>Principals submit RIBS of paraprofessionals and office support staff using both the hard copy and online forms. The form can be accessed via the Principal Portal or at <a href="http://hr.dpsk12.org/">http://hr.dpsk12.org/</a> -- click on “Principal Information - 2012-2013 Staffing.”</td>
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<tr>
<td>Tuesday, 5/1/12</td>
<td><strong>Renewal/Non-Renewal Recommendations Forms Due to HR</strong> (probationary teachers only)</td>
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<td>- Decisions for Renewal and Non-renewal of probationary teachers must be approved by Instructional Superintendent and signed by the HR School Partner before being shared with the teacher.</td>
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<td>- Non-renewals decision forms submitted after May 1 will be accepted only with the approval of the Instructional Superintendent and HR Partner.</td>
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<td>Thursday, 5/17/12</td>
<td><strong>Board of Education Vote on Renewal/Non-renewal Recommendations</strong></td>
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<td>Friday, 6/1/12</td>
<td><strong>Conclusion of Internal Teacher Transfer Process</strong></td>
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<td><strong>NOTE:</strong> A teacher may move after June 1 only with mutual agreement of both principals or if the movement is a developmental role (e.g., transition to a facilitator, AA, TOSA, student advisor, or school leadership role or any other position outside of the DCTA bargaining unit). <strong>EXCEPTION:</strong> There is no limitation on the ability of unassigned teachers or non-probationary teachers in limited term assignments to secure a mutual consent position at any point during the year.</td>
</tr>
<tr>
<td>Friday, 6/1/12</td>
<td><strong>Limited Term Assignment Placement Meeting</strong> (tentative)</td>
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SCHOOL LEADER CHECKLIST

□ COMPLETE PRE-BUDGET MEETING WITH HR/FINANCIAL PARTNERS
In January, HR Partners and Financial Partners will conduct pre-budget meetings with principals to discuss budget/staffing process and priorities for the following school year.

□ BEGIN MEETING WITH THE COLLABORATIVE SCHOOL COMMITTEES
School leaders will receive final projections for the 2012-2013 school year in mid-January. Based on these projections, schools will be able to anticipate how much to anticipate in additional or reduced funding for the upcoming year and should begin meeting with their CSC to discuss budget/staffing priorities for the following school year.

□ INITIATE THE DECLARATION OF INTENT PROCESS
Principals should initiate the Declaration of Intent Process to determine which staff members may not be returning the following year. A sample Declaration of Intent form is included in the “Forms” section of the 2012-2013 Spring Staffing Handbook.

□ COMPLETE THE 2012-2013 BUDGET/HR MEETING
In mid-February, Principals will meet with their Financial Partner, HR Partner and Instructional Superintendent to finalize budget and staffing priorities for the following year.

Prior to the Meeting:
• School partners will provide principals with a staff roster that includes a listing of all assigned teachers for the current school year, type of assignment (temporary or limited term assignment or continuing assignment), and teacher qualifications.
  o The roster is meant to help school leaders align staff to positions for which they are highly qualified.
  o School leaders should review the list to ensure that teachers/paraprofessionals are qualified for any staffing changes that they are considering.
  o This list also serves as a reminder to school leaders to follow-up with their staff if they see that a professional or initial teaching license is set to expire.
• Principals should use this list to pre-populate the Budget forms they are sent by the Budget Office. Names of teachers and their DPS identification should be entered on the form by the Principal prior to the Budget/HR meeting.
  o Any positions for which a Reduction in Building Staff (RIBS) is pending should be left blank on the Budget Form until the RIBS process has been completed.
  o Please note some schools begin the RIBS process prior to the Budget/HR meeting, while other schools conduct the RIBS process once their budget allocations are finalized.

During the Meeting:
• Schools will meet with their Instructional Superintendent, Financial Partner and School Partner at the same time. Principals may also include, as appropriate, an Assistant Principal, Academic Advisor, School Secretary, School Budget Tech, and/or other school staff. School leaders should block off 3-hours for this meeting.
HR will verify the teacher budget allocations and the current staffing FTEs on Teacher Staffing forms with each Principal. The status of each staff member will be recorded on the Teacher Staffing forms.

Anticipated staffing, including any potential reductions, of Special Service Providers (e.g., psychologists, nurses, social workers) and ProTech, Secretarial and Paraprofessional Staff will be discussed.

The Principal, IS and HR Partner will review any other staffing issues and anticipated staffing changes for the 2012-2013 school year, including:

- Reductions in Building Staff
- Teacher Assignment Changes (to alternative grades, subject areas)
- Conversions from Full-time to Part-time Status
- Resignations and Retirements
- Anticipated Non-renewals of Probationary Teachers
- Leave of Absence Requests and Staff Returning from Leave
- Impact of School Openings, Program Changes, Turnaround Efforts (if applicable)
- ELA Position Designations
- Licensure Issues or Concerns

☐ **FINALIZE REDUCTIONS IN BUILDING STAFF (RIBS) FOR TEACHING PERSONNEL & SPECIAL SERVICE PROVIDERS**

Principals should work with their Personnel Committees to finalize any RIBs of teaching staff by **Friday, February 24, 2012.**

- Principals must complete an on-line RIBS form for any teacher or SSPs to be reduced through the RIBS process. The online form is available via the Principal Portal.
- A hard-copy of the RIBS form must also be faxed to your HR Partner at (720) 423-3121. RIBS forms must be signed by the principal and the teacher/SSP. A hard copy of the Reduction in Building Staff (RIBS) Form is also located in the “Forms” section of the Staffing Handbook.
- **Non-probationary teachers who have been reduced under the RIBS process should submit their “teacher profile” form to HR by Monday, February 27, 2012.**
- **Special Service Providers** include Psychologists, Social Workers, Nurses, Counselors, Student Advisors, Speech Language Pathologists, OT/PTs, etc

☐ **SUBMIT JOB REQUISITIONS**

Principals submit job requisitions for posting through the automated Teacher Staffing System.

- Principals should submit job requisitions for vacancies identified through the budgeting process by **Friday, February 24, 2012.**
- **After February 24, 2012, schools should submit job requisitions as quickly as possible after they become aware of a vacancy.**
- Principals are encouraged to discuss anticipated openings at their school so that existing staff can have an opportunity to express an interest in openings and they can determine whether to conduct an in-building bidding process prior to reviewing external candidates.
  - For positions that are to be filled internally, please add the following comment to the job posting: “Internal Candidate under Consideration.”
  - For questions regarding posting procedures, please contact your HR Partner.
Finalize in Building Bidding Process (aka In House Shuffle) – If Applicable

Principals should work with their Personnel Committees to finalize in building teacher movement by Friday, February 24, 2012.

- The Personnel Committee shall determine whether any vacant positions will first be posted in the school before they are posted District-wide.
  - If posting a position in building, position should be submitted through the teacher staffing system with the following verbiage, “Internal candidate under consideration.”
- Based on this decision, members of the school faculty who are qualified shall be able to apply for all such vacancies.
- School Personnel Committees should follow the Agreement guidance in determining if a position will be posted in the school; Article 13-15-3.
- Teachers in a limited term assignment in that building may actively participate in the IBB process.

Finalize Reductions in Building Staff (RIBS) for Non-Teaching Staff

Non-teacher (e.g., Secretarial, Office Support, Paraprofessional, ProTechs) RIBS must be submitted to your HR School Partner by March 16, 2012. A hard-copy of the RIBS Form for Non-Teaching Staff is available online via the Principal Portal and in the “Forms” section of the Spring Staffing Handbook.

Finalize Recommendations of Renewal/Conferral of Non-Probationary Status for Probationary Teaching Staff

Principals must submit completed Renewal/Non-Renewal Decision Forms for Probationary Teachers are due to HR Partners by May 1, 2012. A copy of the Renewal/Non-Renewal Decision Form is available online the Principal Portal and in the forms section of the Staffing Handbook.

- Decisions regarding Non-Renewal and the Conferral of Non-Probationary Status must also be submitted through the on-line automated process available on the Principal Portal.
- Third Year Probationary Teachers and Fourth Year Teachers in Residence (TIR) may be renewed with non-probationary status, renewed with probationary status, or non-renewed.
- Decisions regarding Non-Renewal and the Conferral of Non-Probationary Status must also be submitted through the on-line automated process available on the Principal Portal.
- Non-renewal Decision Forms submitted after May 1 will be accepted only with the approval of the Instructional Superintendent and HR Partner. By statute, all probationary teachers must be informed of non-renewal decisions by June 1, 2012.
- More information regarding the non-renewal/non-probationary status decision making process is available in the Non-Renewal/Non-Probationary Decision Making Handbook available on the Principal Portal.
THE MODEL STAFFING INITIATIVE — BUILDING EFFECTIVE SCHOOL BASED HIRING PROCESSES

A school’s ability to recruit, identify and secure the very best candidates for every opening in their school is critical to that school’s ability to drive its school improvement goals. Over the last several years, HR has partnered with schools on the development of effective school based staffing practices.

Research has demonstrated the importance of school commitments to early teacher hiring. The New Teacher Project is a national non-profit dedicated to ensuring effective teachers in every classroom. In a 2003 report, entitled “Missed Opportunities: How We Keep High Quality Teachers Out of Urban Classrooms,” The New Teacher Project reported that:

“...by failing to make job offers to teacher candidates until mid to late summer, urban districts lost from 30 to 60 percent of teacher candidates, often to suburban districts that typically hire earlier. Fifty to 70 percent of these applicants cited the late hiring timeline as a major reason they took a job elsewhere.

The candidates lost by urban districts are generally higher in quality than those eventually hired. Our research found that applicants who withdrew from the hiring process had significantly higher undergraduate GPAs, were 40 percent more likely to have a degree in their teaching field, and were significantly more likely to have completed educational coursework than those who were eventually hired. Equally significant, between 37 percent and 69 percent of the known withdrawers were candidates for hard-to-fill positions.”

The Department of Human Resources has worked with The New Teacher Project on the development of a series of workshops for Principals and their School Personnel Committees on key elements of strategic staffing. The Model Staffing Initiative (MSI) Series consists of workshops on the following topics:

- Strategic Staffing Planning
- Effective Selection and Interviewing Practices
- Marketing
- Effective Induction of New Teachers

Some of the feedback we’ve received from Principals about the MSI Workshops includes:

“Workshops were very helpful with ideas that I left with and quickly implemented when I returned to school.”

“High organization of workshop. Excellent Materials. I really appreciate the opportunity to participate.”

“Everything shared today was valuable, not only through the packet but from the other principals.”

Please contact your HR School Partner to participate in the MSI Workshop Series. Materials from the MSI Workshops are located on the HR Human Capital page on the Principal Portal https://academics.dpsk12.org/administrator/hr/Pages/default.aspx.
NON-DISCRIMINATION IN EMPLOYMENT

DPS is equal opportunity employer. We understand and value the right of all people to be considered on their ability to meet the requirements of the job. District policy prohibits discrimination against a member of a Protected Class in admission or access to, or terms and conditions of employment, or in its programs and activities. The District shall operate as an equal opportunity employer and will provide and safeguard the opportunity for all persons to seek, obtain, hold and advance in employment within the district without discrimination.

To that end, the District provides a number of resources to school administrators and personnel committees to ensure the hiring process is equitable. Training videos can be accessed at: http://techtraining.dpsk12.org/TrnPersonelComm/School%20Personnel%20Committee.htm. School Principals also have access to additional selection and recruitment training materials via the Principal Portal. These materials are easily accessible and can be used to train personnel committee members.

COMMITMENT TO DIVERSITY OUTREACH

Building a diverse and culturally competent workforce is important to increasing achievement for all students and providing them opportunities to learn and grow. We welcome a variety of opinions, ideas and perspectives to ensure we continue to top our own performance and represent the communities we serve. When our people reflect our communities, it enhances the way we connect to our students, parents, and society. Together, we work toward an inclusive environment that fosters respect, integrity and student success.

The Diversity Initiatives Office has partnered with the recruiting team, our multi-cultural education advisory councils, and other key stakeholders to expand our recruitment efforts and network. These strategic partnerships enable us to broaden our reach in sourcing and recruiting diverse, culturally competent and highly qualified candidates.

Some of our strategic partnership include but are not limited to:

- Denver Teacher Residency, Teach for America, the Denver Teaching Fellows
- Historically Black Colleges and Universities (HBCUs) and Hispanic Servicing Institutions (HSIs)
- Thurgood Marshall College Fund
- Council for Opportunity in Education (COE) TRIO programs
- Other Local and National Universities and others

Our commitment to hiring a diverse workforce is unwavering. We promote a culture that recognizes and celebrates individual and collective achievement.

Please contact your HR Partner for information about getting involved in DPS Diversity Fairs, Recruitment Events at Diverse Universities, Inclusive Hiring and Retention Practices, Diversity and Cultural Competency Training Workshops and Modules.
ROLES WITHIN THE STAFFING PROCESS

Two school level committees, required by statute, Board policy and/or collective bargaining, support the staffing process in individual schools. Principals should ensure that that these committees are in place and prepared to support the budgeting and staffing process within their schools.

The Collaborative School Committee (CSC) is responsible for providing “guidance, evaluation and approval for the use of the staffing allocations provided by the District as it relates to the School Improvement Plan, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues.” The CSC is composed of Administrators, Faculty, Classified Staff (e.g., paraprofessionals and secretaries), Parents, and Community Members.

School Personnel Committee (School PC) is responsible for supporting the selection of candidates for vacancies within the school and administering the Reduction in Building Staff (RIBS) process. The Personnel Committee is composed of the Principal and three (3) teacher members chosen by vote of the faculty and may include up to two (2) parent members chosen by the CSC. Before the end of the school year, Principals should collaborate with teacher members of the PC to determine how they will provide input into the mutual consent hiring process over the summer.

In determining the most suitable candidate for a vacant position or reducing a member of the staff, the PC shall consider the following criteria set forth in Article 13-8-6:

- instructional practices;
- classroom management;
- appropriateness of academic preparation;
- teaching experience in the subject area of the assignment and/or grade level;
- participation in school activities beyond the classroom;
- appraisals and relevant information in the central personnel file
- other criteria specific to the position as stated in the job posting;
- building level interview;
- references.

The School PC strives to make decisions by consensus. A consensus defined under the DPS/DCTA Agreement as a unanimous decision or a decision that the entire PC, including dissenters, can support. If the PC is unable to make a consensus decision, the Principal is empowered to make the final determination.
ONLINE TEACHER STAFFING SYSTEM

Key Changes to the Teacher Staffing System for the Spring Hiring Cycle

- **Candidate Search** – A new function allows you to search the district’s entire candidate pool for additional candidates for any of your open positions. Simply click the “Search for Candidates” button at the top of the screen in the candidate view and you will see all candidates in our applicant pool, not just those who have applied to your position, who are qualified for your role.

- **Expanded Candidate Communication Functionality** – Expanded functionality allows you to send email communications to selected candidates, including an email to all candidates to let them know you have filled the position. To send an email, simply click the candidates you would like to email (or “select all”) and click “Email Selected Applicants.” This will pull up an email box with a pre-populated email explaining that the position has been filled. You have the option to either send the pre-populated message or to change the message before sending. Please note that you must email the candidate pool before you select someone for hire and the position closes.

- **Color Coding of Candidates Already Selected for Mutual Consent Positions** - Candidate shading will be returning to the system this year to identify those candidates who have been selected for mutual consent assignments. Candidates who have been hired into 1.0 FTE mutual consent positions will be highlighted in Red. Candidates who have been hired into mutual consent positions less than 1.0 FTE will appear in Yellow. Please note that candidates will be highlighted if they have been hired as a Long Term Substitute or Daily Substitute, but may still be available.

- **School Year Sort** - When viewing candidates for your open positions, you will now notice a sort function which allows you to sort your positions by school year.

- **Limited Term Assignment Option** - There will be an additional option in the drop down menu to select candidates as a “Limited Term Assignment.” Please do not use this option, it will be used by HR when teachers in Limited Term Assignments are assigned to schools.

Accessing the Teacher Staffing System

Schools can access the teacher job requisition, view candidate list option and RIB forms online via in the Staffing Section under the “Human Capital” tab on the Principal Portal OR by visiting Human Resources Department page on the DPS website and selecting “Teacher Staffing” under the “Employee” tab. Schools are issued a log in and password for the Teacher Staffing System each school year. Schools that need assistance locating this information they should contact their HR School Partner.

2011-2012 Teacher Contracts

On February 1, 2011, the Department of HR will suspend the issuance of DCTA contracts for the remainder of the 2011-12 school year. This will apply to all new DCTA hires after February 1, 2011 for the remainder of the 2011-12 school year. As such, all postings from this date forward must be submitted as long term substitute roles and existing postings must be resubmitted to reflect this change. Please note this does not apply for postings intended for the 2012-13 school year. The rationale for this practice is due to the payment schedule for contracted employees; after this point in the school year the employee is better served by real time payments.
**Reduction in Building Staff (RIBS) Process – Teaching Staff and Special Service Providers**

The RIBS process is the process by which teachers (including all Special Services Providers such as School Psychologists, Social Workers, Nurses, Counselors, Student Advisors, Speech Language Pathologists, OT/PTs, etc.) are reduced from a building based on staffing needs for the following year. The RIBS process and procedures for Teaching Staff are set forward in Article 13 of the DPS/DCTA Agreement. All DCTA Affiliated RIBs forms for teaching and SSP staff are due to HR by Friday, February 24, 2012.

Examples of circumstances that may lead to the initiation of a RIBS process based on changes in staffing needs include:

- **loss in enrollment** and related budget reduction
- **program change** for which an individual is not qualified (e.g., transition of a program to an International Baccalaureate program, Dual Language Program, Montessori Program or Stanley British Primary Program, re-designation of school from an ELA-E to ELA-S designated school)
- school transformation/turnaround efforts (e.g., closure, turnaround, restart, replacement)

**Conducting the RIBS Process – Changes in Staffing Needs**

**Step 1:** Based on a determination of staffing needs, including all attrition (e.g., resignations, retirements, administrative transfers), the Principal, in collaboration with the CSC, decides if fewer teaching assignments are needed in a department, grade level or ELA/Specialty area. Such decision should take into account any teacher who volunteers to vacate a position, Article 13-10-2.

**Step 2:** The Personnel Committee establishes the group of teachers to be considered for reduction. The consideration group may be a grade level, subject area or specialty area. Teachers will included within the consideration group according to a teacher’s elections made earlier in the year.

**Step 3:** In situations in which a reduction is necessary based on staffing needs, the PC interviews teachers within the consideration group to determine which teacher(s) will be reduced. The process for selecting the teacher(s) to be reduced should be communicated to all teachers.

**Step 4:** Principal submits the names of any teacher(s) who have been selected for reduction through the RIBS process through the automated Teacher Staffing System accessible via the Principal Portal.

**Step 5:** Principal provides a copy of the RIBS form, including the Teacher Preference Form, to the reduced teacher(s) informing his/her of the reduction and the obligation to secure a mutual consent assignment for the following school year. A hard copy of the RIBS Form for is available in the “Forms” section of the Spring Staffing Handbook and on the Principal Portal. Principals should fax a completed copy of the RIBS form, including teacher’s acknowledgement of receipt of the form, to their HR Partner at (720) 423-3121.

**Step 6:** Teacher submits Teacher Preference Form. Teachers who have been reduced under the RIBS process are expected to actively pursue a mutual consent position for the following school year. Teachers may view and apply for teaching vacancies on the HR website at [http://www.teachindenver.com/](http://www.teachindenver.com/).
**Provisionary Teachers:** Probationary teachers who do not secure a mutual consent position will be non-renewed on or before June 1, 2012. Probationary teachers non-renewed “in good standing” due to changes in staffing needs will be eligible for rehire within the district.

**Non-Provisionary Teachers:** In accordance with Senate Bill 191, non-provisionary teachers who do not secure a mutual consent assignment within two (2) hiring cycles or 12 months, whichever is longer, will be placed on unpaid leave.

Non-provisionary teachers may be placed in limited term instructional assignment (including, but not limited to, a temporary teaching assignment, substitute assignment, tutoring/interventionist assignment, or within their department) during the period in which they are attempting to secure a mutual consent assignment. A limited term assignment does not alter or interrupt the timeline within which a teacher has to secure a mutual consent position before they will be placed on unpaid leave.

**Partial FTE Reduction:** If a teacher’s assignment is reduced from a 1.0 FTE position to a 0.5 FTE position, it is the teacher’s responsibility to seek a compatible part-time mutual consent assignment, or the teacher may seek and secure an alternative 1.0 FTE mutual consent assignment.

- **Non-provisionary teachers** who have been reduced from a 1.0 FTE assignment to a part-time assignment may be assigned to an additional part-time limited term assignment (up to a total of 1.0 FTE) during the placement process.

  *For example:* A non-provisionary teacher that has been reduced from a 1.0 FTE assignment to a 0.5 FTE assignment may be subject to an additional 0.5 FTE limited term placement before securing an additional 0.5 FTE or alternative 1.0 FTE mutual consent placement.

- **Provisionary teachers** who have been reduced from a 1.0 assignment will be reduced to the amount of the part-time assignment at the end of the school year unless s/he secures a complimentary part-time or alternative 1.0 FTE mutual consent assignment.

  *For example:* A provisionary teacher reduced from a 1.0 FTE assignment to a 0.5 FTE mutual consent assignment will be reduced to a 0.5 FTE mutual consent assignment at the end of the school year, unless s/he secures an additional 0.5 FTE or alternative 1.0 FTE mutual consent assignment.

**Conducting the RIBS Process – Placeholder Assignments & Expired Qualifications**

In addition to RIBS based on changes in staffing needs, teachers may be subject to the RIBS process in the following circumstances:

**Expired Qualifications**

Teachers who are not qualified for the position for which they currently hold or any other position within the district (e.g., teachers on emergency authorization who have not yet been admitted to an alternate route program or who have not applied for a Colorado teacher’s license) should be RIBd. The RIB reason is “RIB – Licensure/Qualifications.”
- Please note: Teachers on emergency authorization should be non-renewed unless they will be entering an Alternative Route Program in the 2012-2013 school year.

**Placeholder Assignments**

By definition, teachers in a “placeholder assignment” are holding an assignment for a teacher who is on an approved leave. All teachers in a placeholder assignment should be RIBd; the reason is “RIB – Placeholder.”

- If the teacher on leave extends his/her leave, then the school may post the assignment as a “continuous assignment” and with the Personnel Committee interview and select a candidate.

- If the teacher on leave decides to resign his/her position, then the school may post the vacancy as a “continuous assignment” and with the Personnel Committee interview and select a candidate.

- If the teacher on leave takes a different position in the district, then the school may post the vacancy as a “continuous assignment” and with the Personnel Committee interview and select a candidate.

- If the placeholder assignment is also a limited term assignment teacher, a RIBS is not necessary. The District will notify the LTA teacher that his/her assignment is ending.

In the situations described above, the placeholder teacher would have the opportunity to apply for the continuous assignment providing he/she was in good standing with the District.
**Mutual Consent Hiring – FAQs**

1. **What is “mutual consent” hiring?**
   Senate Bill 191, enacted into law on May 20, 2010, provides that teachers may be assigned to a position with a school only with the consent of the principal at that school.

2. **What happens if a teacher is unable to secure a mutual consent position?**
   Under Senate Bill 191, non-probationary teachers have two (2) hiring cycles or 12 months, whichever is longer, to secure a mutual consent position before they shall be placed on unpaid leave. Teachers who secure a mutual position within the district after they have been placed on unpaid leave will be reinstated at the same salary and benefits that were at when placed on leave.

3. **Are non-probationary teachers that have been RIBd eligible to secure mutual consent placements with the district?**
   Yes, non-probationary teachers that have been RIBd are eligible to apply for any positions for which they are qualified within the district. To provide non-probationary teachers with a priority opportunity to interview for positions for which they are qualified, HR will host a hiring fair for unassigned non-probationary teachers at the start of the hiring cycle. Non-probationary teachers that have been reduced from their school may secure mutual consent assignments during the unassigned hiring fair or any other time during the year.

4. **How are teachers involved in the staffing process?**
   Senate Bill 191 calls for the opportunity for teachers to provide input into the mutual consent hiring process. The current Personnel Committee process, which requires the participation of three (3) teacher members, provides for teacher input into the hiring process. Before the end of the school year, principals should discuss with teacher members of the Personnel Committee how teacher input will be provided on hires to take place over the summer.

5. **Does the limited term assignment placement process take the place of direct placements?**
   Yes, Senate Bill 191 provides that a teacher may only be assigned to a school with the mutual consent of the receiving school. Under the statute, however, a teacher who has not secured a mutual consent assignment may be placed in a limited term assignment, including a temporary teaching assignment, substitute assignment or other instructional support role, during the period in which they are attempting to secure a mutual consent assignment. A limited term assignment does not alter or interrupt the timeline within which a teacher has to secure a mutual consent position before they will be placed on unpaid leave.

6. **How will a teacher in a limited term assignment be notified that his/her assignment is ending?**
   The Department of Human Resources will notify the teacher that his/her limited term assignment is ending and will specify the end date. Additionally, HR will provide talking points and a timeline to principals to ensure messaging to limited term assignment teachers is consistent.
REductions in Building Staff Process – Non-Teaching Personnel

The following processes apply to reductions of non-teaching personnel, including office support staff, paraprofessionals and non-licensed ProTech staff members. Principals must complete the online RIBS Form for Non-Teaching Personnel, link accessible via the Principal Portal, and fax a copy of the form to the HR School Partner at (720) 423-3121 by March 16, 2012 at 5:00pm. A hard copy of the RIBS Form for Non-Teaching Personnel is located in the Forms section of the Staffing Handbook.

Conducting the RIBS Process – Office Support Staff

The processes for reductions of Office Support Staff are set forth in Article 6 of the DPS/Denver Association of Education Office Professionals (DAEOP) Agreement.

- All reductions shall take place at the building/department level (i.e., there will be no “bumping” of positions across schools or departments).
- Impacted employee shall receive thirty (30) days notice of any reduction.
- In determining which individuals will be impacted by a reduction, work sites (schools or departments) will apply the following criteria in the following order:
  1. Normal attrition shall be considered prior to any staff reductions.
  2. Hourly employees will be laid off first, when possible.
  3. After any hourly reduction, probationary employees who have been employed by the District for 90 days or less will be reduced.
  4. Any further reductions will consider documented job performance and the employee’s skills. In cases where an individual administrator has not yet appraised any employee, the employee’s three prior appraisals will be considered, if available.
  5. If the preceding criteria are equal, the least senior employee shall be reduced. Seniority will be determined by the employees most recent date of hire (“hire date”) into the District.

- The following processes will be used to assist impacted employees with securing other positions within the district:
  - The district will maintain a listing of impacted employees which will be sent to principals and managers and will be posted for review by hiring managers.
  - Impacted employees will be added to the listing when they are first notified of a pending reduction. The impacted employees will remain on the listing until one year after their date of reduction, or until they secure another position.
o Impacted employees will be given two guaranteed interviews for DAEOP positions to which they have applied.

o For positions where multiple impacted individuals request guaranteed interviews, hiring managers will be required to interview at least two (2) of the impacted individuals, but are not limited from interviewing additional impacted individuals who may have applied to the position.

o In addition to the above processes, the District will offer impacted employees information on effective job search techniques (e.g. resume writing, interviewing, etc.).

o Impacted employees will be given time off for internal interviews if they are scheduled during the work day.

- The following processes will apply to Office Support Staff who secure alternative positions within the district.

  o When an impacted employee accepts a position with a **different work year from their reduced position**, and that difference creates a potential break in service, the District will, in an attempt to avoid or minimize the break in service, pay out the employee’s vacation (if applicable) and modify the proration of the employee’s pay during the first year in the new position, after consultation with the employee.

  o When an impacted employee accepts a **position in a lower classification**, and her/his rate of pay is within the range of the new position, her/his rate of pay will remain the same. When an impacted employee accepts a lower level position and her/his rate of pay is above the maximum for the position, her/his rate of pay will be reset to the maximum salary for the new position.

  o If an impacted employee **does not secure a full time position**, they can opt to be converted to a part-time or hourly position dependent on availability and selection.

- The employment of employees who do not secure a new position with the district will end on the date referenced in their written notification of reduction.
Conducting the RIBS Process – Paraprofessionals

The processes for reductions of Paraprofessionals are set forth in the MEMORANDUM OF UNDERSTANDING BETWEEN SCHOOL DISTRICT #1 AND DENVER FEDERATION FOR PARAPROFESSIONALS, JULY 27, 2007.

In the event that a building/department level RIBS is necessary, the school shall consider the following criteria (in sequence) to determine the individual to be impacted by the reduction:

1. Normal attrition, resignations and retirements.
2. Paraprofessionals who are within their seventy-five working day trial period.
3. Paraprofessionals who want to reduce hours.
4. Performance evaluations for the last two (2) years.
5. Specialized skills applicable to the position, such as computer and library technician.
6. Enrollment in the University of Northern Colorado’s Urban Education Program and paraprofessionals in the “Grow Your Own” Career Ladder Teacher Training Project.
7. Seniority within the District as a paraprofessional.

Special Education Paraprofessionals: If a special education program is relocated from one school to another, the paraprofessional(s) working in the program shall have the opportunity to move with the program if they desire to do so. If fewer positions are available at the new location, the determination of which paraprofessionals will be retained shall be made as above.

Paraprofessionals reduced from buildings/departments may apply for any other positions within the district for which they are qualified. Job vacancies for paraprofessional positions classified in pay grade four (4) and higher, working three (3) hours or more per day, are posted on the District web site, www.dpsk12.org. Reduced paraprofessionals shall be considered for reemployment prior to the assignment of new personnel.
PROBATIONARY TEACHERS – RENEWAL & NON-RENEWAL DECISION PROCESS

Any probationary teacher within the district is subject to renewal or non-renewal at the conclusion of the contract year. C.R.S. 22-63-203(4)(a) provides that, “The chief administrative officer of the employing school district may recommend that the board not renew the employment contract of a probationary teacher for any reason he deems sufficient.”

Under Senate Bill 191, third and fourth year probationary teachers may be non-renewed, renewed with probationary status or renewed with non-probationary status. More information regarding the conferral of non-probationary status is available in the SB191 Toolkit and will be sent separately to you.

Probationary teacher non-renewals, along with third and fourth year probationary determinations regarding non-probationary status, are to be submitted to your HR School Partner by May 1, 2012 for approval by the Board of Education. Non-renewals submitted after May 1 will be subject to the approval of the Instructional Superintendent and HR School Partner. The statutory deadline for informing a teacher of a non-renewal decision for the following year is June 1.

Process for Completing the Renewal / Non-Renewal Decision Form

1. Principal completes the top portion of the Probationary Teacher Renewal/Non-Renewal Form located in the “Forms” section of the Spring Staffing Cycle Handbook.

2. Principal sends the form and discusses the decision with the Instructional Superintendent for approval. If approved by the IS, the principal schedules a meeting with the teacher to discuss the decision and provide the teacher with a copy of the form. Teacher is required to sign the form to acknowledge receipt.

3. By May 1, 2012, principal must submit the following:
   a. Online Non-renewal Form (through the Automated Teacher Staffing System)
   b. Original of completed non-renewal form, with required signatures, to HR Partner at [provide fax/address to email forms to]

4. Once approved by the Board of Education, the district sends notification to the teacher that the non-renewal decision has been approved.
   a. By statute, teachers who are non-renewed must be notified of a Board of Education decision not to renew their contracts no later than June 1.
   b. After the Board of Education decision, currently scheduled for May 17, the HR School Partner will deliver a roster of all the teachers at that school who were non-renewed and letters notifying the individual teachers that they have been non-renewed.
   c. The principal will be responsible for ensuring that the teacher is given the letter and that the teacher initials the roster and/or acknowledgement letter to indicate receipt.
d. The principal returns the roster and any letters that have not been distributed to the HR school partner \textbf{no later than May 25, 2012}. In the case that a teacher cannot be given the letter at the school, HR will send a letter notifying the teacher of the non-renewal by certified mail, return receipt required, to the teacher’s home address before the June 1 statutory deadline.

Please contact your School Partner with any questions regarding the renewal/non-renewal process and the process for conferring non-probationary status.
**NO CHILD LEFT BEHIND (NCLB) REQUIREMENTS**

**Minimum Qualifications for Current Licensed DPS Teachers**
The North Central Association of Colleges and Schools (NCA) accredits all types of schools. Accredited K-12 schools agree to meet minimum standards, which encompass qualifications for teachers.

No Child Left Behind (NCLB), the reauthorization of ESEA, places further requirements on teachers in core academic subjects. In Colorado, persons receive teaching licenses with an endorsement in their major. State Law allows these teachers to teach in other fields if they meet certain minimum hour requirements in those fields. Passing the appropriate content area PLACE or Praxis test is an alternative to obtaining the content credit hours listed below, and will also identify you as highly qualified under NCLB, even if you do not have an endorsement.

**HIGHLY QUALIFIED REQUIREMENTS FOR REGULAR EDUCATION TEACHERS:** In order to be considered highly qualified for the particular grade level and/or content area, teachers must hold a valid Colorado Teaching License and one of the following:

<table>
<thead>
<tr>
<th>Grade Level/Content</th>
<th>Endorsement</th>
<th>PLACE/Praxis</th>
<th>24 Semester Hours</th>
<th>Can Be Qualified thru HOUSS</th>
<th>Degree in Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE (DPS requirement)</td>
<td>Early Childhood</td>
<td>Human Services Certification</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>K thru 3rd grade</td>
<td>Early Childhood</td>
<td>Place/Praxis</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>K thru 5th grade (includes Drama)</td>
<td>Elementary Place/Praxis</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>K-5th grade – (Music, Art, Foreign Language,)</td>
<td>Music, Art</td>
<td>Music, Art</td>
<td>24 semester hours in content area taught</td>
<td>Not Applicable</td>
<td>Bachelors Degree and higher in content area taught</td>
</tr>
<tr>
<td>K-5th grade (Technology, PE) (DPS requirement)</td>
<td>Endorsement in the content area taught</td>
<td>Pass PLACE/Praxis in the content area taught</td>
<td>24 semester hours in content area taught</td>
<td>Not Applicable</td>
<td>Bachelors Degree and higher in content area taught</td>
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<tr>
<td>6th grade General Elementary</td>
<td>Elementary Place/Praxis</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
<td></td>
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<tr>
<td>7th &amp; 8th grade self contained class (teaching 3 or more content area subjects)</td>
<td>Elementary Place/Praxis</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
<td></td>
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<tr>
<td>6th grade thru 12th grade</td>
<td>Endorsement in the content area taught</td>
<td>Pass PLACE/Praxis in the content area taught</td>
<td>24 semester hours in content area taught</td>
<td>Not Applicable</td>
<td>Bachelors Degree and higher in content area taught</td>
</tr>
</tbody>
</table>

*Valid teaching licenses do not include emergency authorizations.*
<table>
<thead>
<tr>
<th>Grade Level/Content</th>
<th>Endorsement</th>
<th>PLACE/Praxis</th>
<th>24 Semester Hours</th>
<th>Can Be Qualified thru HOUSSE</th>
<th>Degree in Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood Special Education</strong> (Special Education Requirement)</td>
<td>Endorsement in Teacher IV Early Childhood Special Education</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
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<tr>
<td><strong>Special Education Teachers at the Elementary Level</strong> (K-grade 5)</td>
<td>Endorsement in Special Education that is appropriate for the position</td>
<td>General Elementary Education</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Special Education teachers teaching 6th grade</strong></td>
<td>Endorsement in Special Education that is appropriate for the position</td>
<td>General Elementary Education</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Special Education Teachers teaching 7th &amp; 8th grade teaching one or two core subjects</strong></td>
<td>Endorsement in Special Education that is appropriate for the position and in content area being taught</td>
<td>Pass PLACE/Praxis in the content area taught</td>
<td>24 semester hours in content area taught</td>
<td>Bachelors Degree and higher in content area taught</td>
<td></td>
</tr>
<tr>
<td><strong>Special Education Teachers teaching 3 or more content area subjects any grades 6-8</strong></td>
<td>Endorsement in Special Education that is appropriate for the position</td>
<td>General Elementary Education</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
</tr>
<tr>
<td><strong>Special Education Teachers teaching 9th – 12th grade teaching two or more core subjects</strong></td>
<td>Endorsement in Special Education that is appropriate for the position and in content area being taught</td>
<td>Pass PLACE/Praxis in the content area taught</td>
<td>24 semester hours in content area taught</td>
<td>May be eligible for Secondary Special Ed HOUSSE (SSEH)</td>
<td>Bachelors Degree and higher in content area taught</td>
</tr>
<tr>
<td><strong>Special Education Teachers teaching 9th – 12th grade CSAP – A students only (i.e. MI or MIS classes)</strong></td>
<td>Endorsement in Special Education that is appropriate for the position</td>
<td>General Elementary Education</td>
<td>Not Applicable</td>
<td>Yes</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*These guidelines are subject to change*
### ALTERNATIVE LICENSURE PROGRAMS / CANDIDATE SOURCES

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Description</th>
<th>Contact</th>
</tr>
</thead>
</table>
| 1 Year Alternative License                        | Year One: Candidates attend classes each Monday evening (5:30-8:30 p.m.) Coaching groups meet regularly to work on common candidate concerns as well as prescribed course content focusing on the State Performance Standards for Teachers. Candidates earn a total of 25 semester hours during Year One. DPS Induction is to be completed at the end of year one. | Marsha Chavez  
DPS ALP Coordinator  
marsha_chavez@dpsk12.org  
720-423-3293 |
| ALP-1 For candidates with previous contracted K-12 teaching experience |                                                                                                                                                                                                                                                                                                                                                   | Greg Reed  
Metropolitan State College of Denver  
greed8@mscd.edu  
303-721-1313 |
| 2 Year Alternative Licensure Program ALP-2        | Year One: Candidates attend Metro State classes each Monday evening (5:30-8:30 p.m.) Candidates earn a total of 25 semester hours during year one. Year Two: Although ALP-2 candidates do not attend Monday night classes, they work with their MSCD coach to complete all the standards and elements found in the Colorado Performance-Based Standards for Teachers. DPS Induction is to be completed at the end of year one. | Marsha Chavez  
DPS ALP Coordinator  
marsha_chavez@dpsk12.org  
720-423-3293 |
| 2 Year Alternative Licensure Program (Special Education Endorsement) ALPSED | Year One: Candidates attend Metro State classes each Tuesday evening (5:30-8:30 p.m.) Candidates earn a total of 24 semester hours. In the summer between years 1 & 2, the candidate is required to complete a four-week practicum working with students with a different disability than the students in their teaching assignment. Year Two: ALPSED candidates continue to attend Tuesday evening MSCD classes covering prescribed course content and to complete all the standards and elements found in the Colorado Performance-Based Standards for Teachers. Candidates earn an additional 24 semester hours. Graduate credit is available and students will only need an additional 9 semester hours to earn their MA. Candidates must take and pass the Special Education Generalist PLACE test. DPS Induction is to be completed at the end of year one. | Marsha Chavez  
DPS ALP Coordinator  
marsha_chavez@dpsk12.org  
720-423-3293 |
| 2 Year Alternative Licensure Program ALP-2        | Year One: Candidates attend Metro State classes each Tuesday evening (5:30-8:30 p.m.) Candidates earn a total of 24 semester hours. In the summer between years 1 & 2, the candidate is required to complete a four-week practicum working with students with a different disability than the students in their teaching assignment. Year Two: ALPSED candidates continue to attend Tuesday evening MSCD classes covering prescribed course content and to complete all the standards and elements found in the Colorado Performance-Based Standards for Teachers. Candidates earn an additional 24 semester hours. Graduate credit is available and students will only need an additional 9 semester hours to earn their MA. Candidates must take and pass the Special Education Generalist PLACE test. DPS Induction is to be completed at the end of year one. | Delia Armstrong  
Metropolitan State College of Denver  
deliadenver@msn.com  
303-399-3728 |
| Denver Teacher Residency                          | Year One: Residency year. Candidates in the classroom alongside master teacher four days                                                                                                                                                                                                                                                      | Thalia Nawi  
DPS DTR Program Director                                                                 |
<table>
<thead>
<tr>
<th>Program</th>
<th>Year One</th>
<th>Year Two</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denver Teaching Fellows</strong></td>
<td></td>
<td></td>
<td><a href="mailto:thalia_nawi@dpsk12.org">thalia_nawi@dpsk12.org</a> 720-423-3213 <a href="http://www.DenverTeacherResidency.org/">http://www.DenverTeacherResidency.org/</a></td>
</tr>
<tr>
<td><strong>Teach for America</strong></td>
<td></td>
<td></td>
<td>Kate Zdrojewski DTF Site Manager <a href="mailto:kate_zdrojewski@dpsk12.org">kate_zdrojewski@dpsk12.org</a> 720-423-3248</td>
</tr>
<tr>
<td><strong>One Year Alternative License Program with Metro ALP-1</strong></td>
<td></td>
<td></td>
<td>Ashley Oliver TFA Director of Professional Development <a href="mailto:ashley.oliver@teachforamerica.org">ashley.oliver@teachforamerica.org</a> 303.893.4483 ext. 215 <a href="http://www.teachforamerica.org">www.teachforamerica.org</a></td>
</tr>
<tr>
<td><strong>Two Year Alternative Licensure Program (with Metro)</strong></td>
<td></td>
<td></td>
<td>Marsha Chavez DPS ALP Coordinator <a href="mailto:marsha_chavez@dpsk12.org">marsha_chavez@dpsk12.org</a> 720-423-3293</td>
</tr>
</tbody>
</table>

### Year One
- Candidates attend classes each Monday evening (5:30-8:30 p.m.) Coaching groups meet regularly to work on common candidate concerns as well as prescribed course content focusing on the State Performance Standards for Teachers.
- Candidates earn a total of 25 semester hours during Year One.
- DPS Induction is to be completed at the end of year one.

### Year Two
- Candidates attend classes each Monday evening (5:30-8:30 p.m.) Coaching groups meet regularly to work on common candidate concerns as well as prescribed course content focusing on the State Performance Standards for Teachers.
- Candidates earn a total of 25 semester hours during Year One.
- DPS Induction is to be completed at the end of year one.
| **ALP-2** | during year one.  
Year Two: Although ALP-2 candidates do not attend Monday night classes, they work with their MSCD coach to complete all the standards and elements found in the Colorado Performance-Based Standards for Teachers.  
DPS Induction is to be completed at the end of year one. | 720-423-3293  
Greg Reed  
Metropolitan State College of Denver  
greed8@mscd.edu  
303-721-1313 |
| **Two Year Alternative Licensure Program with Metro (Special Education Endorsement) ALPSED** | **Year One:** Candidates attend Metro State classes each Tuesday evening (5:30-8:30 p.m.)  
Candidates earn a total of 24 semester hours.  
In the summer between years 1 & 2, the candidate is required to complete a four-week practicum working with students with a different disability than the students in their teaching assignment.  
Year Two: ALPSED candidates continue to attend Tuesday evening MSCD classes covering prescribed course content and to complete all the standards and elements found in the Colorado Performance-Based Standards for Teachers. Candidates earn an additional 24 semester hours. Graduate credit is available and students will only need an additional 9 semester hours to earn their MA. Candidates must take and pass the Special Education Generalist PLACE test.  
DPS Induction is to be completed at the end of year one. |  
Marsha Chavez  
DPS ALP Coordinator  
marsha_chavez@dpsk12.org  
720-423-3293  
Delia Armstrong  
Metropolitan State College of Denver  
deliadenver@msn.com  
303-399-3728 |
**Forms**

Declaration of Intent / Intent to Return

Non-Probationary Reduction in Building Staff (RIBS) Form

Probationary Reduction in Building Staff (RIBS) Form

Special Service Providers Reduction in Building Staff (RIBS) Form

Reduction in Building Staff (RIBS) Form – Non-Teaching Personnel

Probationary Teacher Non-Renewal Decision Form

Third Year Probationary Teacher, Fourth Year TIR, Fourth Year Late Hire
Renewal Decision Form

Mutual Consent Form

Teacher Profile
**DECLARATION OF INTENT / INTENT TO RETURN SURVEY**  
2012 – 2013 SCHOOL YEAR

As we begin to plan for next year, it is important for us to gather staffing information from teachers and other staff. Please take some time to consider your career plans for next year. This is for planning purposes only and is not binding.

<table>
<thead>
<tr>
<th>Regarding your plans for the 2012-13 school year</th>
<th>Please check all that apply:</th>
</tr>
</thead>
</table>
| ☐ Yes, I hope to be employed by DPS at (NAME) school next year. | ☐ I would like to teach another grade level next year.  
Grade preference: _____ |
| ☐ No, I will be seeking employment elsewhere outside of DPS. | ☐ I would like to job share with _______________ in grade_____. |
| ☐ No, I will be seeking an assignment at another DPS school.  
Name of school______________ | ☐ I would like to loop with my class next year. My looping partner teacher is_______________. |
| ☐ I will be taking leave during the 2012 - 2013 school year.  
Type of Leave:______________  
Approx. Dates of Leave:________ | ☐ Other: |
| ☐ There is a _____% chance I will return to (NAME) school next year. | ☐ |

**Resignation letters may be turned in to ______________ at any time,  
but preferably by ______________.**

Please note that this is a non-binding document.
This form is to be used for all non-probationary Teachers, Special Education Center Program Teachers, TOSAs, Facilitators, as well as Administrative Assistants (AAs), Principals, APs, Specialists and other Central Administration Personnel with a professional teaching license who have earned non-probationary status as a teacher with the District. **Please submit the signed form to your HR School Partner on or before Friday, February 24, 2012.** Completed forms can be faxed to (720) 423-3121. Principals must also report RIBS information via the online teacher staffing system by February 24, 2012.

Employee Name: ___________________________ DPS ID #: ___________________________

School: ___________________________ Date: ___________________________

Position, Grade, or Subject: ___________________________ Current FTE: ___________ FTE RIBd for 12-13: ___________

Pursuant to Article 13-10 of the DCTA agreement with Denver Public Schools and DPS budget procedures, this form provides notification that your teaching position is being reduced. It is your responsibility to secure a mutual consent assignment for the 2012-2013 school year. Under Senate Bill 191, teachers who do not secure a mutual consent position within 12 months or two hiring cycles, whichever is longer, shall be placed on unpaid leave.

Under Senate Bill 191, unassigned non-probationary teachers may be placed in a **limited term assignment** for which they are qualified during the period in which they are attempting to secure a mutual consent position, including temporary teaching assignment, substitute assignments, or other instructional support roles (e.g., tutoring or interventionist positions). A limited term assignment such as that above “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.”

All available teaching positions, including all positions for which you may be qualified, will be posted on the HR website: [http://www.teachindenver.com/](http://www.teachindenver.com/). In order to provide you with priority interview status, as provided under Senate Bill 191, the district will host a Hiring Fair that has been tentatively scheduled for Tuesday, March 6, 2012.

Resume writing and interview skills webinars will be held on Thursday March 1, 2012. Please see the DPS HR website for additional information on how to sign-up for one of the web-based training sessions.

All RIBd teachers should complete the Teacher Profile (attached) and fax it to Human Resources at (720) 423-3121. Teacher Profile may also be scanned and emailed to HR Connect at Connect_HumanResources@dpsk12.org.

Teacher profiles should be received by HR by Monday, February 27, 2012. If you have any questions, please contact the HR Connect at (720) 423-3900.

Principal’s Name (Print): ___________________________

Principal’s Signature: ___________________________ Date: ___________________________

Teacher’s Signature: ___________________________ Date: ___________________________

**Teacher signature acknowledges receipt of this form.**

cc: Human Resources, Personnel File
This handbook is not intended to be a binding legal document.

Probationary Reduction in Building Staff (RIBS) Form

This form is to be used for all probationary Teachers, Special Education Center Program Teachers, TOSAs, Facilitators, and Administrative Assistants (AAs), Principals, APs, and Specialists.

Please submit the signed form to your HR School Partner on or before Friday, February 24, 2012. Completed forms can be faxed to (720) 423-3121. Principals must also report RIBS information via the online teacher staffing system by February 24, 2012.

Employee Name: __________________________ DPS ID #: __________________

School: __________________________ Date: __________________

Position, Grade, or Subject: ____________ Current FTE: ____________ FTE RIBd for 12-13: ____________

Pursuant to Article 13-10 of the DCTA agreement with Denver Public Schools and DPS budget procedures, this form provides notification that your teaching position is being reduced. It is your responsibility to secure a mutual consent assignment for the 2012-2013 school year. All available teaching positions, including all positions for which you may be qualified, will be posted on the HR website: http://www.teachindenver.com/.

Probationary teachers who are reduced and who do not secure a mutual consent assignment prior to May 1, 2012, will have their contracts recommended for non-renewal at the conclusion of the 2011-2012 contract year. If you are a probationary teacher who has been reduced under the RIBS process and you are non-renewed in good standing, you are eligible to apply for vacancies for which you are highly qualified.

All teachers reduced should complete the Teacher Profile (attached) and fax it to Human Resources at (720) 423-3121. Teacher Profile may also be scanned and e-mailed to HR Connect at Connect_HumanResources@dpsk12.org. Teacher profiles should be received by HR by Monday, February 27, 2012. If you have any questions, please contact the HR Connect at (720) 423-3900.

Principal’s Name (Print): __________________________ Date: __________________

Principal’s Signature: __________________________

Teacher’s Signature: __________________________ Date: __________________

Teacher signature acknowledges receipt of this form.

cc: Human Resources
    Personnel File
This form is to be used for all RIBd Special Service Providers including School Psychologists, Social Workers, Nurses, Counselors, Student Advisors, Speech Language Pathologists, OT/PTs, and other Special Service providers (SSPs).

Please submit the signed form to your HR School Partner on or before Friday, February 24, 2012. Completed forms can be faxed to (720) 423-3121. Principals must also report RIBS information via the online teacher staffing system by February 24, 2012.

Employee Name: _________________________ DPS ID #: _________________________

School: ______________________________ Date: ______________________________

Position: ______________________________

Current # of days at a School or FTE: ______________ # of Days or FTE Reduced at School: ______________

Pursuant to Article 13-10 of the DCTA agreement with Denver Public Schools and DPS budget procedures, this form provides notification that your position is being reduced. It is your responsibility to secure a mutual consent assignment for the 2012-2013 school year. All available vacancies, including all positions for which you may be qualified, will be posted on the HR website: http://www.teachindenver.com/.

If you have any questions, please contact the HR Connect at (720) 423-3900. Thank you.

Principal’s Name (Print): ______________________________ Date: ______________________________

Principal’s Signature: ______________________________

School Name: ______________________________

Employee Signature: ______________________________ Date: ______________________________

Employee signature acknowledges receipt of this form.

cc: Human Resources
    Personnel File
Non-Teaching Personnel Reduction Form

This form is to be used for all non-teaching RIBd personnel, including Secretaries, Bookkeepers, Office Managers, Paraprofessionals, ProTech staff, and Family/Community Liaisons.

Please submit the signed form to your HR School Partner on or before March 16, 2012. Completed forms can be faxed to (720) 423-3121. Principals must also report RIBS information via the online staffing system by March 16, 2012 at 5:00 p.m.

Employee Name: ___________________________ DPS ID #: ___________________________

School: ___________________________ Date: ___________________________

Position: ___________________________ FTE RIBd or # of Hours Reduced: __________________

**DFP Covered Employees:** Per Article 22 – Staff Reduction: If the Board anticipates a reduction in staff, The District will notify the Federation of such proposed reduction and the reason(s) therefore, the Federation will be given 30 calendar days to have an opportunity for review, consultation and recommendation before any such reduction is finalized.

**DAEOP Covered Employees:** Per Article 6 – Reduction in Staff: Reduction in force shall be defined as a necessary reduction in the workforce beyond the normal attrition for economic reasons only. In the event that a reduction in the number of positions is necessary, the District shall provide thirty (30) days written notice to the affected employees.

If you have any questions, please contact the HR Connect at (720) 423-3900. Thank you.

Principal’s Name (Print): ___________________________
Principal’s Signature: ___________________________ Date: ___________________________

School Name: ___________________________

Employee Signature: ___________________________ Date: ___________________________

Employee signature acknowledges receipt of this form.

cc: Human Resources
Personnel File
Staffing Handbook 2012-2013

Denver Public Schools
DEPARTMENT OF HUMAN RESOURCES
2012-2013 SPRING STAFFING
Probationary Teacher Non-Renewal Decision Form

Teacher Name: ________________________________  DPS ID #: _______________________

School: ________________________________  Date: _______________________

Grade /Subject: ________________________________  FTE: _______________________

Probationary Year (e.g., 1st, 2nd, 3rd year probationary): ________________________________

This serves as notice that the Instructional Superintendent and I are recommending non-renewal of your probationary contract.

Teachers subject to non-renewal may not be eligible for re-employment with the District.

Forms are due to the Department of Human Resources on or before May 1, 2011.

Principal’s Name (Print): ________________________________
Principal’s Signature: ________________________________  Date: _______________________
Teacher’s Signature: ________________________________  Date: _______________________

Teacher signature acknowledges receipt of this form.

To be completed by the Instructional Superintendent

This serves as notice that I (check one) _______ Approve  OR  _______ Deny

IS’s Name (Print): ________________________________
IS’s Signature: ________________________________  Date: _______________________

Original: HR School Partner, Department of Human Resources
Copies: Principal, Teacher and Instructional Superintendent
Teacher Name: _________________________________ DPS ID #: __________________

School: _________________________________ Date: __________________

Grade /Subject: _________________________________ FTE: __________________

This serves as notice that the Instructional Superintendent and I are recommending (check one):

☐ Renewal of your contract with probationary status.

☐ Renewal of your contract with non-probationary status.

Principal’s Name (Print): _________________________________
Principal’s Signature: _________________________________ Date: __________

Teacher’s Signature: _________________________________ Date: __________

Teacher signature acknowledges receipt of this form

To be completed by the Instructional Superintendent

This serves as notice that I (check one) ________ Approve OR ________ Deny

IS’s Name (Print): _________________________________

IS’s Signature: _________________________________ Date: __________

Original: HR School Partner, Department of Human Resources
Copies: Principal, Teacher and Instructional Superintendent
Date:

To: Department of Human Resources c/o School Partner

From: Principal Name

Re: Notification of Transfer to a Mutual Consent Assignment

Please be advised that the teacher named below has transitioned into a mutual consent assignment. Details as follows:

Employee Name: ____________________________ DPS ID #: __________________

School: ______________________________________

Effective Date of Mutual Consent: ____________________________

Position (Grade / Subject): ____________________________

Principal’s Name (Print): ____________________________

Principal’s Signature: ____________________________ Date: _____________

Teacher’s Signature: ____________________________ Date: _____________

Teacher signature acknowledges receipt of this form.
TEACHER PROFILE – SPRING STAFFING 2012-2013

Please complete ALL the questions below. The Department of Human Resources would like to encourage you to apply and interview for vacancies in the District. Please fax your resume and this form to HR by Monday, February 27, 2012. HR fax number is (720) 423-3121. THANK YOU.

Legal Name: 

Current school: 

DPS ID number: 

Current Teaching Assignment – grade level and curriculum area: 

Current FTE: FTE Reduced: 

Probationary or Non-probationary Status: 

Best contact phone number(s): 

E-mail address: 

Years of teaching experience at DPS: 

Years of teaching experience at current school: 

Prior recent DPS teaching experience (up to 3 years):

School & Assignment: 

School & Assignment: 

School & Assignment: 

Is there any other information that you would like to share to help in placing you in an appropriate assignment this year?