

Proposed Article VIII.D. In-District Resource Grant to stabilize and staff schools

- 1. Stability and staffing levels are critical components of successful schools. To ensure student success, the District and the Association are committed to having stable and fully staffed buildings.**
- 2. Beginning with the 2024-25 school year, the District, in collaboration with the Association, will establish an in-district grant program for schools. The goal of the grant is to provide additional resources, training, and time to schools that are identified through a rubric. Metrics the rubric will incorporate include, but not limited to, vacancies, staff turnover, school academic performance, 5 Essentials results, discipline, and climate surveys.**
 - a. Designated schools that meet established criteria may apply to be part of a two year grant. The details of the process and grant shall be guided by the “In-District Resources Grant Program” MOU**
 - b. For the 2024-25 school year, bargaining has designated schools who may opt into the program.**
- 3. Designated schools opting into the program will have a two-year grant and shall be subject to the conditions found in the MOU.**
- 4. This initiative will be evaluated annually for efficacy.**

Colorado Springs School District 11
and
Colorado Springs Education Association
Memorandum of Understanding (MOU)
In-District Resource Grant Program
2024-2026

A new initiative to address staffing and stability in schools emerged as an outcome of bargaining. For the 2024-25 school year, Mitchell HS, Galileo MS, and Adams ES were identified as possible sites to immediately implement the program while a process is developed for future years. Both parties agree that the In District Resource Grant Program will provide designated schools with two years of additional resources.

Each designated school opting into the program shall receive the following resources:

1. Have 10 additional required days beyond the District calendar for teaching staff.
 - a. These days will be funded per diem.
 - b. Five (5) of these days shall align with the school's USIP and the remaining
 - c. Five (5) days shall be collaboratively defined "flex" days.
 - d. All extra days must be documented for the annual review.
2. For schools receiving the staffing stability grant, staff shall also be granted an additional pay bump of \$5000 each year during the grant.
3. For innovation status schools that receive monetary incentives for working in a understaffed school, the total incentive amount will be equal to \$5,000. Any additional performance incentives related to an innovation plan will not be impacted by this MOU.
4. Designated schools shall receive additional resources to provide "rover" staff. For the first 400 students, a school will be allocated resources for one additional "rover." For 401-800 students, the building will be allocated resources for a second "rover." For more than 801 students, a school shall receive resources for a third "rover"
 - a. Rovers are staff assigned to a building to perform teaching and intervention type duties (e.g. dedicated substitute, pull out instructor to target specific groups of students, testing coordinator).
 - b. Rovers are not administrators nor should their role supplant administrative task

Designated schools shall also have the following terms set:

1. Teaching staff within D-11 who fill vacancies understand that they are committing to a two year process at the designated school.
2. Should the teacher choose, by January 15 each year, to leave the school at the end of the academic year, they shall:
 - a. In year one of the commitment be returned to their original school in a substantively similar position
 - b. In the second year, they shall be provided a similar position in the District in a non designated grant school
 - c. A teacher who leaves after year one shall forfeit any additional payment provided in year
3. For those otherwise denied a transition year from a non-designated school, they will have the ability to apply for transition status in a designated school based on skills, need, and openings.
4. Outcome data of program implementation will be considered in the overall data set used in school administrator evaluation.

Currently, there are examples of probationary teachers in understaffed schools that receive effective evaluations and are non-renewed, or resign in lieu of. While this process aligns with state law, D11 and CSEA have a common interest in ensuring retention of highest quality instruction. Therefore, a Task Force will be developed to examine the evaluation process of probationary teachers to determine if the current evaluation protocol is meeting needs. The Superintendent will formalize and communicate a review process of probationary teachers that have been non-renewed. A project charter will be developed to clearly define the scope, timelines, and expected outcomes of the Task Force. The District and the Association shall collaboratively develop a procedure for the identification of eligible schools by November 1, 2024. The District and the Association shall evaluate the efficacy of the grant in addressing staffing and stability issues for initially designated schools by May 15, 2025. In each year thereafter, similar collaborative efforts shall occur for any designated school under this grant.

**Colorado Springs School District 11
Association**

and

Colorado Springs Education

By: _____

By:

Title: _____

Date: _____

Title:

Date:

DRAFT

New Article 4.G. – adding the existing MOU to the Master Agreement.

G. Special Service Providers Acquisition of Non-Probationary Status

1. All members of the bargaining unit will have similar, but not identical, paths to non-probationary status and continuing employment.
2. "Special Service Provider," ("SSPs") means those employed more than half-time as a speech-language pathologist, counselor, psychologist, social worker, nurse, audiologist, behavior interventionist, occupational therapist, physical therapist, orientation and mobility specialist and similar certified employee subject to the Master Agreement
3. Although not covered by the Colorado Teacher Employment Compensation and Dismissal Act ("TECDA,"), SSPs will be afforded non-probationary status based upon employee performance, if the following criteria are met:
 - a. The SSP has been continuously employed by the District for three (3) consecutive years; and
 - b. During each of those years, the SSP has received overall ratings of Effective or better on the SSP's performance evaluations.
4. After an SSP is afforded non-probationary status based upon performance, the District will not terminate the SSP's employment without just cause, so long as the SSP retains such non probationary status.
5. In order to retain non-probationary status, SSPs must continue to receive overall ratings of Effective or better on future performance evaluations.
 - a. Should a non-probationary SSP receive an overall rating that is less-than Effective, the following shall apply:
 - i. Receipt of an overall rating of Effective or better the year following a less-than Effective overall rating will maintain the SSP's non-probationary status for purposes of performance.
 - ii. D11 shall provide additional supports (e.g. PD, coaching, training) to help the SSP or other related service provider achieve an Effective, or better, rating.
 - iii. Should a non-probationary SSP receive a less-than-Effective overall rating for two (2) consecutive years, the SSP will lose the SSP's non-probationary status, and the District may, in its discretion, terminate the SSP's employment.
 - b. An SSP, who receives overall ratings of less-than-Effective for two (2) consecutive years, may utilize in connection with the SSP's most recent performance evaluation, the appeals process described in Article XII.K. (Appeals Process for Non-Probationary Teachers). Any recommendation for termination will be made only after the appeals process has concluded.