



HR GUIDE FOR NEW LEADERS

Your Guide to Working, Growing, and Succeeding Together.



Overview



The purpose of this manual is to equip leaders with the knowledge, resources, and practical HR guidance needed to make informed decisions, lead with confidence, and cultivate a workplace culture that supports employee and organizational success.

DCSD Culture and Climate Norms Model

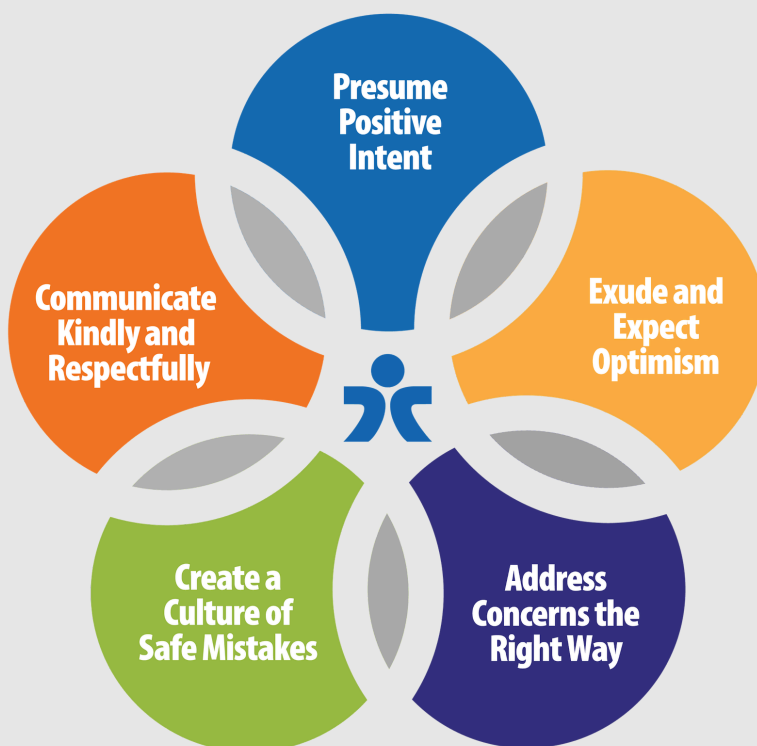


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Recruiting and Retention



The Recruitment & Retention team partners with leaders to support the ongoing success of their teams by helping attract, hire, and retain talented employees throughout the employee lifecycle. We work alongside schools and departments to understand staffing needs, connect leaders with qualified candidates, and develop recruitment strategies for both traditional and hard-to-fill positions. Through targeted outreach, job promotion, career fairs, community partnerships, and alternative pathways into education, we help expand access to a diverse pool of talent. Our team is here to guide leaders through the recruitment process, provide resources and candidate insights, and support a positive experience for both hiring teams and prospective employees.

Recruiting and Retention Contact Information:

Jack Kronser – HR Director

Phone: 720-433-1290 Email: jkronser2@dcsdk12.org

Priyanka Graten – Recruitment and Retention Manager

Phone: 720-433-1276 Email: psgraten@dcsdk12.org

Laurie Troutman – Coordinator – Recruitment and Retention

Phone: 720-433-1282 Email: laurie.troutman@dcsdk12.org



Common Reasons to Contact Recruitment & Retention:

- Filling hard-to-fill vacancies.
- Recruiting qualified candidates for specialized positions.
- Questions regarding educator licensure requirements.
- Alternative licensure pathways.
- Candidate sourcing and recruitment strategies.
- Job fair participation and candidate referrals (All job fair candidate information is tracked by the recruitment and retention team, and they are happy to share the information with principals upon request).
- Visa-related employment questions.
- Student teacher placements.
- Employee retention data and survey results.
- Retention ideas and support.

Licensure Expertise:

Because a significant portion of our workforce consists of licensed educators, the Recruitment & Retention team maintains current knowledge of Colorado educator licensure requirements.

We can assist leaders by:

- Advising on licensure requirements for specific positions.
- Identifying appropriate licensure pathways for candidates.
- Providing guidance on licensure renewals and endorsements.
- Connecting schools and employees with resources through the Colorado Department of Education (CDE).
- Obtaining timely clarification on complex licensure questions through our direct partnerships with CDE and university contacts.

Retention Strategies:

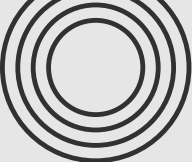
Retaining high-quality employees is just as important as recruiting them. The Recruitment & Retention team gathers employee feedback and analyzes workforce trends to support retention efforts across the district.

Employee Feedback Tools:

The district utilizes several tools to better understand employee and candidate experiences, including:

- Candidate Experience Surveys
- Exit Surveys
- Stay Surveys

Data collected through these sources is analyzed to identify trends, improve employee experiences, and inform district recruitment and retention strategies.



Alternative Licensure:

Alternative licensure serves as both a recruitment and retention strategy by helping qualified individuals transition into education while supporting current employees pursuing teaching careers.

For information regarding eligibility, requirements, and application procedures, visit the Alternative Licensure Process resource.

Resource: [Alternative Licensure Process](#)

Student Teachers, Practicum Students, and Field Experiences

Student Teacher Placements:

The Recruitment & Retention Department coordinates student teacher placements throughout the district.

If a university contacts your school regarding a student teaching placement, please refer them to the Recruitment & Retention Department. We maintain partnerships with Colorado universities and selected out-of-state institutions and coordinate placements based on district needs and availability.

Practicum and Field Experience Students:

Universities may work directly with schools regarding practicum or field experience placements.

Key information:

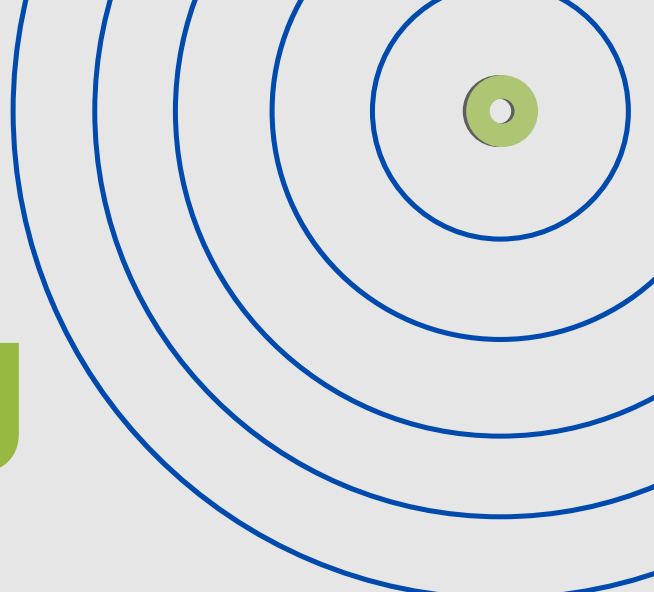
- Schools may coordinate practicum and field experience placements directly with universities.
- HR approval is not required for practicum or field experience placements.
- Students should follow the district volunteer process.
- A background check is not required beyond volunteer requirements.
- If a practicum or field experience student later requires a student teaching placement, they should be referred to Recruitment & Retention for coordination.

Additional Resources:

- [Alternative Licensing](#)
- [Colorado Educator Licensure Information](#)
- [Student Teacher Placement Information](#)



Hiring and Staffing



The HR Operations team partners with leaders throughout the employee lifecycle—from posting positions and navigating candidate selection to completing hiring requirements and managing staffing changes. We provide guidance, resources, and support to help leaders make informed hiring decisions, follow consistent processes, and successfully welcome new employees to DCSD.

Hiring and Staffing Contact Information:

Alyx Wheeler – Manager of HR Operations

Phone: 720-433-1289 Email: awheeler@dcsdk12.org

Shawna Bloom – HR Generalist, Staffing

Phone: 720-433-1272 Email: staffing@dcsdk12.org

Teresa Marquez, Kellie McKenzie, and Heather Thornton – Record Specialists

Leslie Julian – Record Specialist III

Phone: 720-433-0140 Email: Info.Human_Resources@dcsdk12.org



Common Reasons to Contact the Staffing Team:

- Posting a new position or filling a vacancy.
- Questions about a job requisition or the status of a posting.
- Navigating candidates in Workday or moving candidates through the hiring process.
- Best practices for interviewing or questions about appropriate interview questions.
- Verifying required licenses, certifications, transcripts, or other hiring qualifications.
- Coordinating fingerprinting, background checks, or I-9 verification for new hires.
- Questions about New Hire Orientation or onboarding requirements.
- Hiring or rehiring a PERA 110/140 day retiree.
- Employee position changes, FTE changes, transfers, or separations.
- Questions related to unemployment claims or separation documentation.
- Employment verification requests.
- Guidance on district hiring procedures, timelines, or staffing processes.

Posting a Position:

Posting a position is a one-step process in Workday. [Posting a position in Workday.](#) Once your requisition is approved, the Staffing team will post it and notify you by email.

Manage a Posting:

Use the trainings below to navigate requisitions and process candidates:

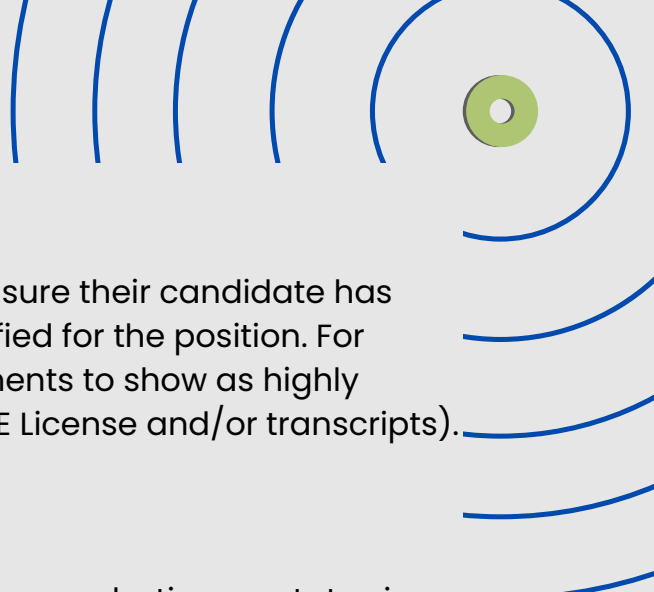
- [Navigating a Requisition](#)
- [Reviewing and Processing Candidates](#)

Interviewing 101:

- Be Consistent – Ask all candidates for the same position a consistent set of job-related questions.
- Focus on Qualifications – Evaluate candidates based on their skills, experience, and ability to perform the job.
- Avoid Inappropriate Questions – Do not ask about protected characteristics such as age, religion, disability, marital status, or other personal matters unrelated to the job.
- Do Not Write on Resume
- Keep it Professional – Do not use personal experiences with a candidate as part of the interview process.

For a detailed look at interviewing practices, please review the [Interviewing Presentation.](#)





Reference Checks and Licensure:

At this part of the hiring process, hiring managers must ensure their candidate has uploaded any required information or licenses to be qualified for the position. For instance, all licensed candidates should upload all documents to show as highly qualified for their position (for example, a copy of their CDE License and/or transcripts).

Non-Probationary Status Portability:

Under Colorado law, a licensed teacher who has earned non-probationary status in another Colorado public school district may request to transfer (“port”) their non-probationary status to DCSD.

Portability is available only to classroom teachers who have achieved non-probationary status in their previous Colorado public school district.

Teachers requesting portability will indicate this during the application process. Human Resources will review the request and determine whether the candidate qualifies for portability and will be granted non-probationary status as an external hire.

Considerations When Hiring a Teacher with Portability:

Hiring managers may choose to hire a teacher who is requesting to port their non-probationary status. However, it is important to understand that once hired, the teacher will retain non-probationary status and cannot be non-renewed at the end of the school year.

Before moving forward with a candidate who has portability, please consult with Human Resources and EDOS to discuss any questions and ensure all factors are considered.

When evaluating a candidate with portability, consider:

- The needs of the school and students
- The strength of the candidate pool
- Current and projected enrollment trends (declining or growing)
- Long-term staffing needs

Hiring managers can view a candidate’s portability status directly within the candidate profile in Workday.



District Fingerprinting and Background Checks:

All employees undergo a criminal record check through the Colorado Bureau of Investigation (CBI), as well as a review of the State Department's automated system to check for any reports of child abuse or neglect. New employees must schedule an appointment with HR to complete the required fingerprint and background check before employment begins. Anyone who has not completed this step must not work with students in any capacity, including volunteer and part-time positions.

I-9 Verification:

In accordance with federal law, all newly hired employees must complete Form I-9 to verify their identity and authorization to work in the United States. They are required to complete their Form I-9 within 3 business days of their hire (docs are provided during the background check process).

Employees may present **one document from List A, OR one document from List B plus one from List C**. Employers cannot specify which document an employee must use, the employee chooses. A list of acceptable documents is provided when the employee signs up for fingerprinting and is also emailed to them with a reminder for the fingerprint appointment.

Acceptable I-9 Documents

New Hire Orientation:

All newly hired employees are required to attend New Hire Orientation. Orientation sessions may be offered either remotely or in person. Employees will receive an email with information on how to register for the appropriate session.





Hiring 110/140 Employees (Retired through PERA):

Individuals retired through PERA may work up to **110/140 days per calendar year** without affecting their PERA retirement benefits.

Key Requirements

- A minimum of 30 calendar days must pass between the end of regular district employment and re-employment as a 110/140 employee.
- Employees must remain available to work as needed, while ensuring total days worked do not exceed 110/140 in a calendar year.
- The district is responsible for verifying that the work schedule meets PERA requirements.
- Hours must be tracked in Kronos for required PERA reporting.

Pay & Benefits

- 110/140 positions are paid hourly at 80% of their pay rate at retirement.
- 110/140 employees are not eligible for benefits through the district, though PERA benefits and private insurance options are available.
- Sick time accrues at 1 hour per 30 hours worked.

Requesting a 110-Day Contract:

If an employee is interested in returning for the upcoming school year as a 110-day employee, please complete the 110-Day Contract Request Form.

Be sure to include the employee's personal email address on the form so Human Resources can communicate directly with them regarding the request.

All 110-day contract requests will be reviewed and processed collaboratively by Human Resources and School Leadership.

Requesting a 140-Day Contract:

If an employee expresses interest in returning for the upcoming school year as a 140-day employee, the school should contact Human Resources during the staffing season to discuss the request.

Please note that 140-day positions are limited and are only available when specific eligibility requirements are met. Human Resources will review the request in collaboration with School Leadership to determine whether a 140-day position can be approved.



Position & FTE Changes:

For changes to an employee's status, for example, a change in position, an increase/decrease in FTE, leaving the school, or a separation from DCSD, see the Licensed Employee Changes and Actions to Take. This will include the steps required to take in Workday.

Unemployment Claims:

All terminated employees will receive a separation letter for their records. This document may be used to apply for unemployment benefits, verify employment history, or provide documentation of their employment status to other agencies or organizations.

If there are any additional questions on unemployment, please refer to the State's website.

<https://cdle.colorado.gov/unemployment>

Verification of Employment:

All verification of employment requests need to be emailed to verifications@dcsdk12.org .

Resources:

[Human Resources Staffing and Hiring Guide](#)



Licensing Information

The Human Resources Department partners with supervisors through the hiring process by providing guidance on Colorado educator licensing requirements and assisting with licensure-related questions.

Common Reasons to Contact Human Resources About Licensing:

- Posting a new position or filling a vacancy.
- Determining whether a candidate meets Colorado licensing requirements.
- Reviewing an out-of-state license or educator preparation program.
- Identifying the appropriate license or endorsement.
- Understanding whether a candidate qualifies for an Interim Authorization, Emergency Authorization, or other credential.
- Verifying a candidate's license status, expiration date, or endorsements .
- Confirming eligibility before extending a job offer.
- Understanding license renewal requirements.
- Questions about alternative licensure pathways.
- Hiring School Service Providers (SSPs), including psychologists, counselors, social workers, nurses, speech-language pathologists, or other specialized roles.
- Questions about substitute, adjunct, CTE, exchange educator, or other specialized authorizations.
- Determining whether previous experience qualifies toward professional licensure.
- Assistance locating forms, resources, or CDE guidance.
- Any licensing situation that is unique or unclear.



Background & Basic Requirements:

- DCSD will reimburse regular licensed employees for the cost of eligible CDE licenses and renewals for which they are required to maintain to perform their job responsibilities. CDE License Reimbursement Program
- Applicants must hold the appropriate degree from a regionally accredited institution and complete an approved preparation program (including student teaching/internship and any required content exam).
- All applicants must also provide: a valid government-issued photo ID, SSN, mailing address, and a signature matching their ID.

Minimum Requirements by License Type:

- Initial Teacher: Bachelor's degree, approved teacher prep program, content exam/coursework based on endorsement.
- Initial Principal: Bachelor's degree, approved principal prep program, 3+ years full-time school experience, PRAXIS 5411 or PLACE 80.
- Initial Administrator: Bachelor's degree, approved superintendent/district-leader prep program, PRAXIS 5411 or PLACE 81.
- Initial SSP (School Service Provider): Requirements vary by specialty (see below).

Out-of-State Candidates:

- Licenses are issued based on the content area of preparation. If it doesn't match a Colorado endorsement, CDE evaluates it against the closest equivalent and issues either that endorsement or an interim authorization pending a PRAXIS exam.
- The "3 in 7" rule: candidates with a valid OOS license, a matching endorsement, and 3+ years of full-time licensed experience in the last 7 years need only meet degree/content requirements (an initial license is issued for less than 3 years' experience).
- Out-of-State applicants who have just completed their teacher preparation program and have not passed the appropriate Praxis exam will be issued an Interim Authorization. A teacher can teach with the Interim Authorization, but should take the Praxis in order to convert to an Initial License within the first year.

Initial vs. Professional License:

- 3+ years of full-time licensed experience (within 7 years, or 3 consecutive years at any time) in an equivalent content area → professional license.
- Less than 3 years → initial license.
- If an additional exam is needed, an interim authorization is issued until it's passed.



Other Credential Types:

- Emergency Authorization: For roles where no qualified licensed applicant was found; up to 1 year, renewable once.
- Temporary Educator Eligibility (TEE): For SSPs working toward full licensure requirements; 1 year, renewable up to twice.
- Other authorizations: Substitute (1/3/5-year), Exchange Educator, Adjunct, Special Services Intern, CTE, and alternative Principal (for alternative prep candidates).
- Alternative Teacher License: Bachelor's degree, demonstrated content knowledge (via degree or exam), an employment offer as teacher of record, and enrollment in an approved alternative prep program.

SSP (School Service Provider) Specialties:

Each SSP role has its own degree, practicum, and exam requirements (e.g., Speech-Language Pathology requires a master's degree + ASHA-accredited program + PRAXIS 5331; School Psychology requires a PhD or bachelor's + 60 graduate hours + PRAXIS exam). **Full requirements by specialty are detailed in the CDE Licensing Handbook** — hiring managers should confirm specifics with HR before extending an offer for an SSP role.

Renewals

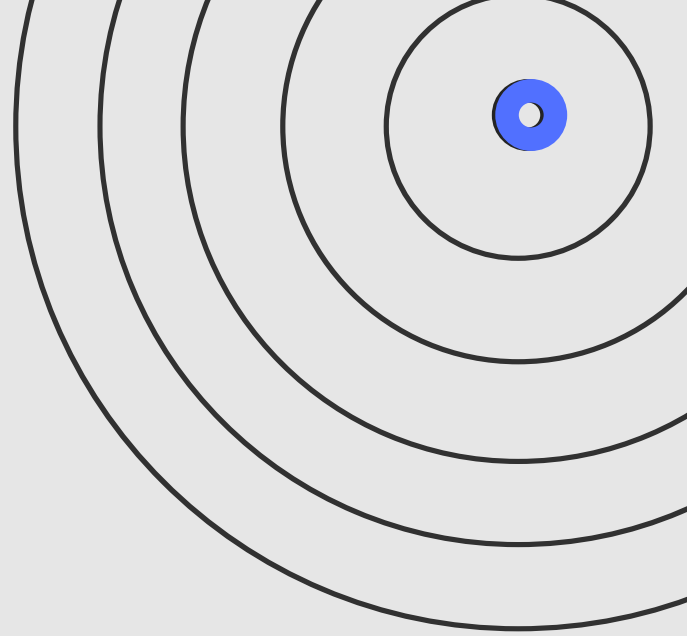
- Initial license: driver's license copy required for first renewal; a statement explaining incomplete induction is required for later renewals.
- Professional license: 90 contact hours (or 6 semester hours) of professional development, including 45 hours of CLD-related PD (ELPL requirement).

Red Flags for Hiring Managers

- A candidate without a valid CDE license/authorization cannot be hired into a licensed position. Confirm license status and expiration before extending an offer.
- If a candidate holds only an OOS license, confirm with HR whether the "3 in 7" rule applies or if an interim authorization will be needed.
- Strict guidelines must be followed; please reach out to the Recruitment and Retention Team for assistance.

Please see the [Licensed Staffing Google Site for Supervisors](#) for more information and forms about practices, procedures, and additional resources. This will also include policies regarding seasonal staffing.

Please visit the [CDE Licensing](#) website for additional information.



Compensation

The Compensation team partners with leaders throughout the hiring process by preparing employment offers, verifying experience for salary placement, and providing guidance on compensation programs, salary schedules, and pay-related processes. We are here to answer questions, help navigate compensation policies, and ensure hiring decisions are accurate, equitable, and completed as efficiently as possible.

Compensation Contact Information:

Phone: 720-433-0140 Email: compensation@dcsdk12.org

For all **Athletic Compensation** questions, please reach out to Cathy Franklin at

Phone: 720-433-1285 Email: cfranklin@dcsdk12.org

Common Reasons to Contact the Compensation Team:

- Questions about a candidate's salary placement or offer amount.
- Concerns or questions regarding an offer before approving it in Workday.
- Clarification on what experience, education, or documentation is used to determine compensation.
- Questions about completing the hiring process and ensuring required documentation is uploaded before an offer is created.
- Guidance on salary schedules, salary guides, or compensation programs.
- Questions about how to discuss compensation information with candidates or employees.
- Support with Horizontal Lane Advancement (HLA) eligibility or requirements.
- Questions regarding Tuition Assistance Program (TAP) eligibility or application processes.
- Assistance with compensation-related policies, procedures, or pay practices.
- Athletic compensation questions or guidance.

Reference Requirements:

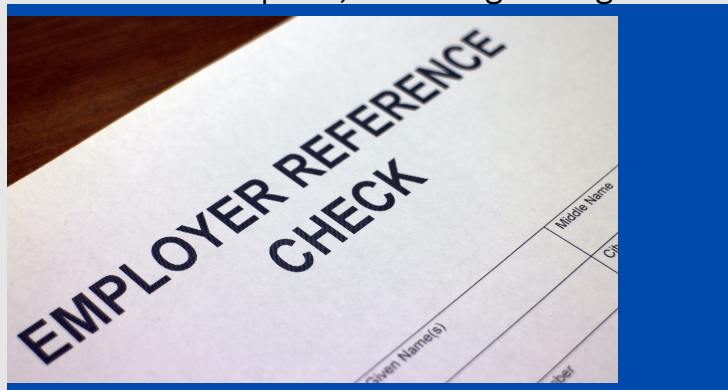
- **Option 1** - Only 1 reference check is required if you are able to complete a reference check with the candidate's current or most recent supervisor.
- **Option 2** - 3 professional reference checks
 - Professional references may include former supervisors, colleagues, peers, and direct reports.
- Personal references, including family members and friends, are not acceptable.

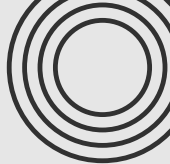
You can complete these reference checks by downloading the [Employment Reference Check Form](#).

Upload the completed reference checks to the "Attachment" tab in the candidate's profile in Workday. Before sending an offer to be processed, the hiring manager should ensure that all related documentation is in the candidate's profile (all education and related work experience).

The hiring manager should review the resume/work history to ensure it is complete, has full dates of employment (mo/year), and the position type is clear (part-time, seasonal, temporary, substitute, etc).

Once this is complete, the hiring manager can move the candidate's status to "Offer".





Salary Guides and Schedules:

Managers should familiarize themselves with the Salary Guides, Schedules, and Compensation Programs so they can discuss them with their candidates and employees.

Salary Guides:

Classified Salary Guide

Licensed Salary Guide

Salary Schedules:

2026-27 Licensed Positions

2026-27 Classified (Hourly) Positions

2026-27 Nutrition Services Positions

2026-27 School Admin Positions

2026-27 Professional / Technical Positions

2026-27 BASE (Extended Childcare) Positions



Horizontal Lane Advancement (HLA):

DCSD is pleased to support our licensed educators in their pursuit of additional education for the benefit of our students. We have designed the HLA program to reward these efforts with the ability to progress across the Licensed Salary Schedule as advanced education is gained. Employees can earn a pay increase by reaching higher education levels:

- Bachelor's + 15 credit hours
- Bachelor's + 30 credit hours
- Master's Degree
- Master's + 15 credit hours
- Master's + 30 credit hours
- Master's + 45 credit hours
- Master's + 60 credit hours
- Doctorate/EdS Degree

Credits/degrees must meet the same standards outlined in the Parameters for the Recognition of Education Degrees and Credits. Licensed employees who have earned qualifying credits or a new graduate degree after their current conferral date can request advancement.

Horizontal Lane Advancement

Tuition Assistance Program (TAP):

Employees are encouraged to continue their educational pursuits to develop professionally and expand their knowledge and expertise, thereby providing the best possible educational experience for our students. Eligible employees may apply for Tuition Assistance to reimburse tuition and registration costs. [Tuition Assistance Program](#)

- Up to \$2,000 per school year
- Up to \$6,000 per rolling five-year period

Funding is first-come, first-served, so employees should apply early. Program details are posted on the District Compensation Page.

For more assistance, please contact the HR Solutions team by emailing Info.Human_Resources@dcsdk12.org



Benefits and Wellness



The Benefits team partners with leaders by providing resources, education, and guidance to help navigate benefit-related questions and employee conversations. We support managers in connecting employees with the right resources, understanding available programs, and promoting opportunities that contribute to employee wellness and success.

Benefits Contact Information:

Phone: 720-433-0140, option 3 Email: benefits@dcsdk12.org

Kait Nemunaitis – Staff Wellness Coordinator

Phone: 720-433-1271 Email: knemunaitis@dcsdk12.org





Common Reasons to Contact the Benefits Team:

- Questions about employee eligibility for district benefits.
- Guidance on benefit enrollment timelines and new hire benefit elections.
- Assistance scheduling benefits education sessions or enrollment support for their team.
- Questions about Qualified Life Events and when employees can make benefit changes.
- Support when an employee has difficulty resolving an issue with a benefits vendor.
- Resources to help employees understand their available benefit programs.
- Questions about COBRA eligibility and continuation of benefits after employment ends.
- Guidance on retirement resources, PERA information, or upcoming retirement support.
- Information about Employee Assistance Program (EAP) resources and leadership support tools.
- Access to wellness resources, programs, and opportunities to support employee well-being.
- Questions about how to connect employees with the appropriate benefits resource.

Benefits Eligibility:

Benefits are available to employees scheduled to work at least 20 hours per week for at least 9 months in a school year. (.5 FTE or greater).

Employees who are hired on the 1st of the month will have benefits effective the 1st day of the following month.

Employees generally have 30 days from their start date to elect benefits.

During the year, employees cannot make changes to their benefits unless they have a Qualified Life Event. This can include.

- Change in marital status
- Change in number of dependants
- Change in employment

Any changes to benefits must be made within 30 days of the Qualified Life Event.

The Benefits Team is happy to meet with employees at your site to answer questions, provide benefits education, and assist with the enrollment process. Contact the Benefits Department to schedule this for your team.





Benefit Vendor List:

If an employee has a specific issue with their benefits or questions, please encourage them to reach out to the individual vendor. If they encounter any issues with the vendor or need to escalate a concern, they can call the benefits team for support.

Benefit Vendor List and Contact Information

Employee Assistance Program:

In an effort to support our employees and management, the district also has an Employee Assistance Program through SupportLinc, which offers valuable resources that can help you sharpen leadership skills, boost well-being, and provide expert guidance and support to your teams and employees.

Employees are eligible for up to 8 free sessions per issue.

SupportLinc Employee Assistance Program: Leadership Tools and Resources

- **Management Consultation:** Receive confidential, clinically-backed coaching to help address difficult situations such as work performance, attendance problems, workplace violence, substance use, and more. Call the EAP number at 1-888-881-5462 to speak with a care advocate and access this tool. Use group code dcsd.
- **Utilize the Web Portal:** Access specific toolkits, resource locators, and guided paths both to support your own wellbeing and leadership skills and as a resource for others.
 - Go to mysupportlinc.com and use group code: dcsd to create a free account if you haven't already. Once logged in, click the menu in the top right corner and select 'Douglas County School District Collection' to access a variety of resources.
 - We encourage you to explore the web portal to discover additional pathways for receiving support and guide employees to do the same.
- **Supervisor Toolkit:** The Supervisor Toolkit can be directly found at www.supervisor.tools and contains many additional resources.
- **Topical Trainings:** Topical training sessions are available to provide support in specific areas, such as Preventing Burnout in High Stress Environments, Understanding Anxiety, and Leaders Supporting Mental Health. Contact HR to access the training catalog and inquire about scheduling a training as a live onsite session, live webinar, or pre-recorded distributable webinar.





Retirement and PERA:

Participation in the Colorado Public Employees' Retirement Association Pension (PERA) is mandatory for all district employees. Every employee contributes 11.0% of their paycheck into PERA every month, and the district contributes 21.4%.

To find out more about PERA and additional benefits employees may receive through this program, you can go to the benefits page on [Retirement](#).

On that page, you will also find a [DCSD Retirement Packet](#) and a [Presentation on Retirement](#) for any employees planning to retire in the next 12 months.

COBRA Insurance:

COBRA allows employees and their eligible dependents to continue their current health insurance coverage after their District-sponsored benefits end. District-sponsored benefits end if..

- The employee has exhausted their Family and Medical Leave Act (FMLA) leave, and their benefits were terminated at the end of the month in which their FMLA entitlement was exhausted.
- The employee has resigned or been terminated, and their benefits were terminated at the end of the month in which their employment ended.

COBRA premiums vary based on the health plan in which the employee is enrolled. Current COBRA rates can be found using the link below:

COBRA Rates

Employees will have a 45 day grace period to elect continuing DCSD benefits through COBRA that back-date to the following day after terminating benefits with DCSD.

Staff Wellness Program:

Employee well-being is an important part of a healthy and productive workplace. Our Staff Wellness Program provides resources, activities, and support designed to promote physical, mental, and emotional wellness. Managers are encouraged to promote available wellness opportunities and support employee participation whenever possible, including identifying a wellness coordinator at their site.

Resources:

[Benefits Guide](#)



Substitute Office

- ▶ The Substitute Office partners with school and department leaders by providing support with substitute staffing and navigating the Red Rover system.

Substitute Office Contact Information:

Phone: 720-433-1280 Email: suboffice@dcsdk12.org



Common Reasons to Contact The Substitute Office:

- Requesting administrator access to Red Rover.
- Questions about using Red Rover or substitute assignments.
- Finding or assigning a long-term substitute.
- Correcting an employee's time-off request.
- Reporting substitute performance concerns.
- Requesting that a substitute be restricted from accepting assignments at your school.
- Questions regarding substitute guidelines or district procedures.
- Assistance locating substitute resources or forms.
- Any substitute staffing situation that is unique or requires additional guidance.

Red Rover Time-Off and Substitute Management System:

Red Rover is the system used by all licensed employees to submit and manage time-off requests. In addition to leave management, Red Rover is also used to coordinate substitute coverage by posting and assigning substitute positions for schools that require staffing support during employee absences.

Red Rover

- To access the Help Center in Red Rover, go to “?” in the upper right-hand corner and search for resources. This has great resources for any questions that may come up.
- If you have a new admi who needs admin access to Red Rover, please contact the Sub Office.

Time Off Corrections:

If an employee needs to correct a time off request, they should email suboffice@dcsdk12.org.

Requests to change Personal to Sick time require supervisor approval. The supervisor may provide approval by emailing the Sub Office. Once approval is received, the Sub Office will coordinate with Payroll to process the correction.

If an employee has an incorrect pay or time off discrepancy, they should contact Payroll:

Email: payroll@dcsdk12.org

Phone: 720-433-0133

Payroll

If the time off correction results in docked pay for a licensed employee, please also notify the Sub Office.



Substitute Roles and Responsibilities:

- The Substitute Teacher Guide provides detailed information on the roles, responsibilities, and expectations of licensed substitute teachers.
- Substitutes can be utilized to cover additional classes (during the regular teacher's plan period), if needed.
- As long as the additional classes are during the substitute's assignment, then no additional pay is warranted.

Substitute Performance Concerns:

- After an administrator completes the Substitute Performance Report form and discusses the concern with the substitute, the form needs to be emailed to suboffice@dcsdk12.org.
- The Sub Office will then block that sub (in Red Rover) from seeing and accepting assignments at that school.

Long Term Substitute:

- Long Term Substitute Guidelines
- Contact the Sub Office at suboffice@dcsdk12.org if you need assistance finding a long-term sub.
- Sub Office enters all long-term sub assignments in Red Rover. Please inform them if you have a teacher going on a Leave of Absence.

Additional Resources:

Substitute Pay Rates

Guidelines for Hiring Classified Employees to Substitute in Licensed Position

Employee Relations

The Employee Relations Team supports leaders by providing coaching and guidance through difficult conversations, employee concerns, performance management, investigations, and employment decisions. Our goal is to help leaders address challenges confidently while ensuring employees are treated fairly, respectfully, and consistently.

Employee Relations Directors Contact Information:

Dion Killingsworth – Castle Rock Region, West Highlands Ranch Region, Business Services, IT, O&M, NUTS, ECE, Security, SPED and Assessment & System

Phone: 720-433-125 Cell: 720-415-5355 Email: dkillingsworth@dcsdk12.org

Cathy Franklin – Parker Region, East Highlands Ranch Region, Athletics & Activities, Transportation, Outdoor Ed, Mental Health (Counselors, Behavior Specialists & School Psychs), Nursing and Alt Ed

Phone: 720-433-1285 Cell: 720-402-8152 Email: cfranklin@dcsdk12.org

Josh Miller – Training to Support Dion's Region

Phone: 303-387-0086

Email: jamiller2@dcsdk12.org

Rachel Dreiling – Sub Office and BASE

Phone: 720-433-1286

Email: rachel.dreiling@dcsdk12.org

Common Reasons to Contact the Employee Relations Team:

- Guidance on documenting employee performance or behavioral concerns.
- Determining whether an issue is related to performance, conduct, or workplace expectations.
- Support preparing for difficult conversations with employees.
- Coaching on how to address ongoing performance concerns or behavior issues.
- Developing Performance Improvement Plans (PIPs) or Professional Development Plans (PDPs).
- Guidance on progressive discipline steps and appropriate documentation.
- Assistance with employee conflicts, workplace concerns, or mediation conversations.
- Questions or concerns involving harassment, discrimination, retaliation, or workplace complaints.
- Guidance when an employee requests an ADA accommodation.
- Support with situations involving reasonable suspicion, threats, arrests/charges, or other serious concerns.
- Guidance before placing an employee on administrative leave.
- Support with mandatory reporting situations involving suspected child abuse, neglect, or inappropriate conduct involving students.
- Guidance related to non-renewals, contract decisions, or employee displacement.
- Questions about professional boundaries, workplace conduct, or maintaining appropriate employee/student relationships.
- Assistance navigating complex employee situations where additional HR guidance is needed.





Documenting Employee Concerns:

A clear process for documenting employee performance concerns is crucial. When addressing routine performance concerns that do not require immediate Human Resources involvement, start with the following steps.

1. Identify the Concern

- Focus on observable facts, behaviors, and results rather than assumptions or opinions.

2. Gather Relevant Information

- Collect examples, dates, metrics, feedback, or other supporting evidence.
- Verify the accuracy of the information.
- What is the policy violation or expectation that the employee is not meeting?

3. Discuss the Concern with the Employee

- Meet with the employee to review the issue
- Allow the employee to provide context or explanation

4. Document Promptly

- Follow up with an email to the employee recapping the conversation and summarizing key points.

If the issue persists after speaking with the employee, proceed with disciplinary action. It is important to establish whether the issue is performance or behavior-based.

Behavior (Won't Do)	Performance (Can't Do)
Failure to follow a workplace rule (attendance)	Failure to meet performance standards
Failure to comply with a standard of conduct (late to work, unprofessional language)	Unsatisfactory performance of job duties (frequent mistakes, lack of skill, inability to achieve goals, inability to handle a reasonable work volume)



Once you determine whether the issue is performance or behavior based, follow the following progressive discipline steps:

Non-Licensed Staff

Behavior (Won't Do)	Performance (Can't Do)
Verbal Warning (follow up with email)	Initial Concerns
<u>Written Warning (Sample).</u>	Final Concerns
<u>Final Warning (Sample).</u>	<u>PIP (Sample).</u>
Separation	Separation

Licensed Staff

Behavior (Won't Do)	Performance (Can't Do)
Verbal Warning	Initial Concerns
<u>Written Warning (Sample).</u>	Final Concerns
<u>Final Warning (Sample).</u>	<u>PDP</u>



Once you determine whether the issue is performance or behavior based, follow the following progressive discipline steps:

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Separation	Separation

Licensed Staff

Behavior (Won't Do)	Performance (Can't Do)
Verbal Warning	Initial Concerns
<u>Written Warning (Sample)</u>	Final Concerns
<u>Final Warning (Sample)</u>	<u>PDP</u>
	<u>PIP (Sample)</u>



Tips for Writing PIPS

- Set clear deadlines.
- Set clear measurable outcomes.
- Document and provide feedback throughout the process.
- Ensure a reasonable timeline to correct performance (30-60-90) days. Timelines can be extended as needed.
- Goals and measures need to be obtainable.

FRISK Model

The FRISK model is used to document singular “events” or patterns of behavior that may be grounds for correction action.

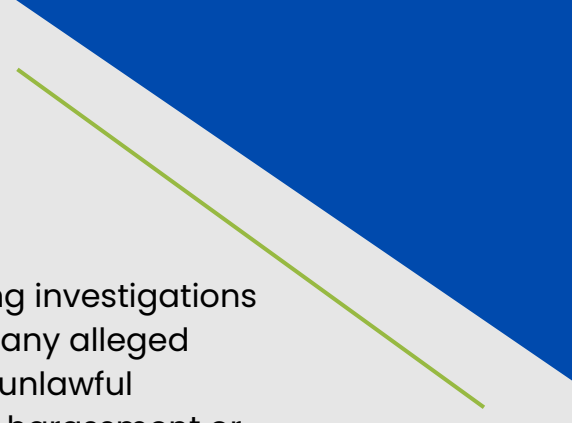
- Facts - What did the employee do?
- Rule(s) - What should the employee have done?
- Impact - What was the impact of the employee’s conduct?
- Suggestions - What can the employee do to improve? What will happen if there is no improvement?
- Knowledge - Does the employee understand possible consequences and are they aware the document will be placed in the personnel file?

Contact your Employee Relations Director immediately if an issue arises related to reasonable suspicion, inappropriate physical contact with a student, threats, arrest or charge notifications involving employees, or employees asking you to grant an ADA accommodation.

Reasonable Suspicion:

If you suspect an employee is under the influence of alcohol, drugs, or another impairing substance while at work, contact Human Resources immediately before taking any action. Human Resources will provide guidance on the appropriate response and help ensure the matter is handled safely and in accordance with District policy and applicable law.





Compliance Office:

The DCSD Equal Opportunity office is responsible for conducting investigations and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or Board policy prohibiting unlawful discrimination or harassment. If you have a situation involving harassment or discrimination, contact the Compliance Officer, Aaron Henderson or the Compliance Investigator, Madison Bowers. You may also report your concern to your Employee Relations Director, who will ensure the information is promptly shared with the Equal Opportunity Office for appropriate review and handling. The link to the Compliance Office website is [here](#).

Mandatory Reporting:

- All school district employees are legally mandated reporters who must report suspected child abuse or neglect within 24 hours of becoming aware.
- Always report any inappropriate touching of students to their SRO and DHS and complete the district's [mandatory child abuse report form](#).

Administrative Leave:

It is **important that managers work closely with an Employee Relations Director** prior to placing staff members on Administrative Leave. This type of leave is not used as a consequence for actions or behaviors. The goal is the safety of staff and students, as well as to protect the investigation.

Paid Administrative Leave:

- Paid administrative leave is an administrative tool the District may use while reviewing allegations of employee misconduct or other workplace concerns. It allows the District to conduct a thorough and objective review while minimizing potential disruption to the workplace and protecting the interests of all individuals involved. Administrative leave is not disciplinary in nature and does not imply that any policy violation or misconduct has occurred.
- Meet with the employee and the employee's manager. Review the [administrative leave checklist](#) with the employee.
- Have the manager collect the employee's badge, keys and laptop.
- The employee must be available for questions during business hours.
- The employee should not reach out to parents, staff or students while on administrative leave.



Conducting Difficult Conversations with Employees:

Conducting difficult conversations is one of the most important leadership skills. The goal is to address issues directly while maintaining trust, clarity, and respect.

Before meeting with an employee, take time to separate your emotions from the situation. Enter the conversation prepared, objective, and focused on resolving the issue rather than reacting to it.

Before the Conversation

1. Define the Objective

Before scheduling the meeting, ask yourself:

- What specific issue needs to be addressed?
- What behavior or outcome needs to change?
- What would a successful conversation accomplish?

Keep the discussion focused on behaviors and results—not personality, assumptions, or intent.

2. Gather the Facts

Come prepared with objective information.

- Use specific examples.
- Separate facts from assumptions.
- Be prepared to explain the impact of the behavior or performance issue.

3. Plan the Setting

Set the employee—and yourself—up for a productive conversation.

- Meet in a private location.
- Allow enough time so neither person feels rushed.
- Address issues promptly rather than waiting for them to become larger problems.



During the Conversation

1. Start Directly and Respectfully

Avoid lengthy introductions or excessive small talk. State the purpose of the meeting within the first few sentences.

Example

"I want to discuss concerns about missed project deadlines and understand what's contributing to them."

2. Describe the Facts and Their Impact

Focus on observable behaviors—not the employee's character or intentions. Employees are more likely to engage productively when they feel the discussion is about their actions rather than a personal attack.

Explain:

- What happened
- When it happened
- Why it matters
- How it affects the team, department, or organization

Example

"Over the last month, three project milestones were submitted after the agreed deadlines. This delayed work for other team members and affected client commitments."

3. Listen to Understand

Give the employee an opportunity to share their perspective.

Ask open-ended questions such as:

- "How do you see the situation?"
- "What's making this challenging?"
- "What support would help?"

Listen for:

- Misunderstandings
- Skill gaps
- Workload concerns
- Resource limitations
- Personal circumstances affecting performance

Allow silence. Resist the urge to immediately fill pauses or move too quickly into solutions. Employees often need time to process the discussion before responding.

4. Maintain Accountability

Showing empathy does not mean lowering expectations.
Acknowledge challenges while reinforcing performance standards.

Example

"I understand you've been balancing several competing priorities. At the same time, meeting these deadlines remains an essential responsibility of your role."

5. Identify Solutions Together

Work with the employee to establish a clear path forward.

Discuss:

- What needs to change
- Resources or support that may help
- Specific action steps
- Timelines for improvement

Whenever possible, make expectations measurable and confirm the employee understands what success looks like.

Conversation Tips by Situation:

Performance Issues

Focus On

- Observable behaviors
- Job expectations
- Performance standards
- Future improvement

Avoid

- Personal attacks
- Labels such as "lazy" or "unmotivated"
- Absolutes like "always" or "never"

Instead of saying:

"You're unreliable."

Describe the specific behavior and explain its impact.





Behavioral or Interpersonal Issues

Address:

- What occurred
- Why it matters
- The expected behavior moving forward

Example

"During yesterday's meeting, several colleagues were interrupted before they finished speaking. That made it difficult for everyone to contribute. Going forward, I expect everyone to allow others to complete their thoughts before responding."

If Emotions Become Elevated

Remain calm and professional.

- Acknowledge emotions.
- Slow the pace if necessary.
- Stay focused on facts.
- Redirect the conversation toward solutions and next steps.

Example

"I can see this is frustrating. Let's talk through what's driving that concern and then discuss how we move forward."

Closing the Conversation

End every difficult conversation with clear expectations.

Review:

- The issue discussed
- Agreed-upon actions
- Who is responsible for each action
- Follow-up timelines

Example

"We've agreed you'll provide weekly status updates and use the project tracker for visibility. We'll review progress during our one-on-one meeting in two weeks."

Common Mistakes to Avoid:

- Waiting too long to address issues
- Being vague about concerns
- Talking more than listening
- Making the conversation personal instead of behavior-focused
- Avoiding accountability in an effort to be "nice"
- Ending the meeting without clear expectations or follow-up

Mediation:

From time to time, managers may need to facilitate or mediate conversations between employees to address workplace concerns and support productive working relationships. If you need guidance or assistance, please contact the Employee Relations Director for your school or department. The template below is provided as a resource to help you prepare for and conduct a mediation meeting.

Workplace Mediation Meeting Template

Opening:

"The goal of today's discussion is to better understand each person's perspective and identify a path forward that supports effective working relationships."

Ground Rules:

- One person speaks at a time.
- Focus on behaviors and impacts.
- Avoid blame and personal attacks.
- Seek understanding before proposing solutions.

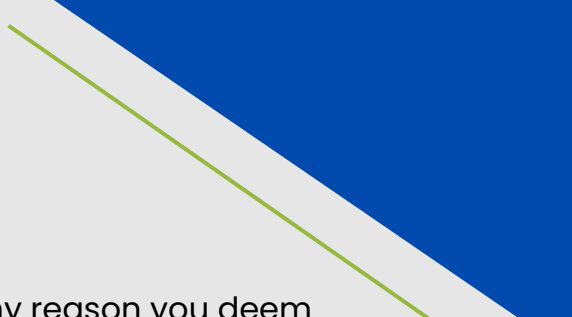
Discussion Questions:

- What happened from your perspective?
- What impact did it have on you?
- What do you need going forward?
- What actions would improve the situation?

Closing:

- Summarize agreements.
- Clarify responsibilities.
- Set a follow-up date.





Non-Renewals:

You may non-renew a probationary teacher's contract for any reason you deem sufficient, provided the decision is not based on unlawful discrimination, retaliation, or another prohibited reason. Probationary teachers are entitled to notice of non-renewal. Human Resources will provide timelines of notification. HR will follow up with a notification letter, but it is the administrator's responsibility to provide verbal notification.

Notes:

- If you are thinking about non-renewing a staff member who works in SPED, contact your coordinator/Director right away. Human Resources wants to be proactive in these cases.
- If you are considering non-renewal of a DCSD Alternative Licensure Program teacher, please contact the Employee Relations Director for your school or department, your EDOS, and Erica Mason (Director of CIA) prior to communicating the non-renewal to the employee.
- A teacher must receive three consecutive years of effective or better ratings to move to non-probationary status.
- A teacher who receives two consecutive years of less than effective ratings will move to probationary status. (See Dr. Deanne Kirby)
- When telling an employee they have been non-renewed, don't use the reason "not a fit." Be honest with the employee.

Displacement:

Displacement of a non-probationary teacher occurs when a teacher loses their current assignment or position due to factors such as declining enrollment, program changes, school restructuring, or other organizational needs, rather than for performance or disciplinary reasons. Displacement does not terminate the teacher's employment status. Instead, the teacher remains employed by the district and may seek placement in another available position for which they are qualified. Executive Directors of Schools and Employee Relations Directors review all displacements prior for approval prior to notifications.

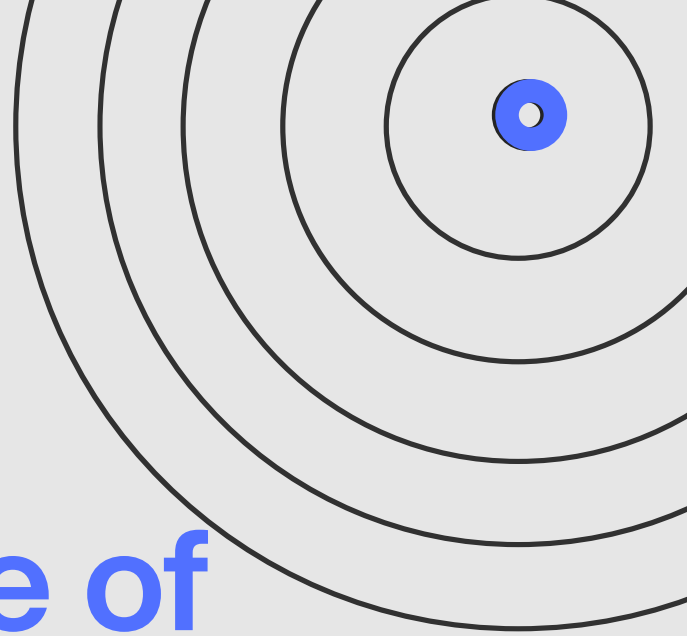
Notes:

- Displaced employees with an effective or higher performance rating become part of the priority hiring pool. If the employee received a partially effective or lower rating, please work with the Employee Relations Director for your school or department for proper notification.
- If the employee is unable to obtain a mutual consent position for the next school year, the employee will go on a limited-term assignment for the next school year at the same salary and benefits.
- If the employee is unable to obtain a mutual consent position for the school year after the limited-term assignment, the employee will be placed on unpaid leave for the school year.
- The Principal is responsible for providing the employee with the displacement Letter.
- Displaced employees must get a verbal screening interview when applying for a position in the district for which they are qualified. Please keep a record of employees who are in the displacement pool who applied for your position, the date interviewed, and any interview records.

Managing Professional Boundaries:

Maintaining professional boundaries is essential to ensuring a safe, respectful, and effective learning and working environment for students, staff, and families. Employees should communicate professionally, treat all students, families, and colleagues equitably, maintain confidentiality, and avoid situations that could create actual or perceived favoritism, conflicts of interest, or inappropriate relationships. Special care should be taken when interacting with students outside of school settings, using social media, or communicating through electronic platforms. When questions arise regarding appropriate boundaries or professional conduct, managers should seek guidance from the Employee Relations Director for their school or department to ensure compliance with district expectations and to maintain trust within the school community.





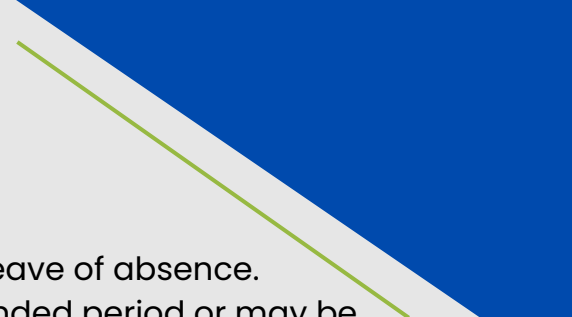
Leave of Absence

The Leave of Absence team partners with leaders by providing guidance on leave eligibility, required processes, employee communications, and return-to-work requirements. We help managers navigate leave situations with care and confidence while ensuring employees are supported throughout their time away and transition back to work.

Leave of Absence Contact Information:

Phone: 720-433-0140, option 4 Email: leaveofabsence_ADA@dcsdk12.org

Fax Email: 7204330082@egoldfax.com



Common Reasons to Contact the Leave of Absence Team:

- Questions about whether an employee needs to file for a leave of absence.
- Guidance when an employee has been absent for an extended period or may be unable to return to work.
- Questions about available leave options, including FMLA, Non-FMLA Medical Leave, Personal Leave, Military Leave, or other qualifying leaves.
- Support understanding employee leave eligibility requirements.
- Guidance on how to handle employee communications before, during, and after a leave.
- Questions about intermittent leave or managing an employee's return from leave.
- Guidance regarding employee pay options while on medical leave, including Short-Term Disability.
- Questions about return-to-work requirements and medical release documentation.
- Support reviewing work restrictions, accommodations, or next steps after an employee returns from a medical leave.
- Questions regarding employee participation in FAMLI or other leave-related programs.
- Assistance ensuring leave processes are applied consistently and fairly.
- Support navigating complex leave situations involving employee medical needs, family circumstances, or other protected leaves.

The District offers employees leave of absence for time away from work to cover extenuating circumstances in an employee's life. If an employee is absent for more than 5 days with the inability to return to work by day 10, then they are required to file for a leave of absence.



Examples of Reasons to Take a Leave:

- Personal serious health condition.
- Qualifying family member's serious health condition.
- Birth, adoption, or foster care of a child.
- Baby bonding.
- Military qualifying exigency or USERRA.
- Personal leave.



Examples of Types of Leave Offered:

FMLA Medical Leave – Under the Family and Medical Leave Act (FMLA), eligible employees can take up to 12 weeks of unpaid, job-protected leave with continued health insurance coverage

Qualifications for FMLA

- Employee must have worked for DCSD for at least 12 months
- Employee must have worked a minimum of 1,250 hours in the last 12 months prior to their leave

Non-FMLA Medical Leave – For employees not eligible for FMLA, the District offers Non-FMLA leave for similar reasons. Non-FMLA also provides up to 12 weeks of unpaid, non-job-protected leave. This leave requires the employee to have completed 180 days of employment to be eligible.

Both FMLA and Non-FMLA Medical Leave can be taken either as a block leave or intermittently.

Other/ Personal Leave – Employees can take up to 20 consecutive days of unpaid leave 1 time per school year. This leave is approved at the discretion of their Supervisor and an Employee Relations Director. Supervisors must be fair and equitable to all employees when approving or denying this type of leave.

Return-to-Work Medical Release Requirements:

When an employee has been absent due to their own serious medical condition, a return-to-work release from the employee's treating physician is required before the employee may resume work. The release must be submitted with sufficient time for Human Resources and management to review and evaluate any work restrictions or accommodations that may be necessary.

This requirement applies regardless of whether the employee was on an approved leave of absence.

[Release to Return to Work Form](#)

Resources:

[Colorado State FAMLI Site](#)

[Leave of Absence Website](#)

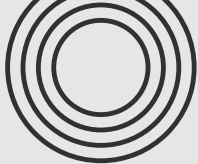
Americans with Disabilities Act ADA



The ADA team partners with leaders by providing guidance and support throughout the accommodation process, including evaluating requests, identifying appropriate resources, and helping ensure workplace practices align with legal requirements. We support managers in creating an environment where employees feel valued, supported, and able to perform their essential job responsibilities.

ADA Department Contact Information:

Phone: 720-433-0140, option 4 Email: leaveofabsence_ADA@dcsdk12.org



Common Reasons to Contact The ADA Team:

- Questions about an employee's request for a reasonable accommodation.
- Guidance when an employee shares they are experiencing a medical condition, disability, or limitation that may impact their ability to perform their job.
- Support navigating the formal accommodation request process.
- Assistance understanding what information or documentation is needed for an accommodation request.
- Guidance on implementing an approved workplace accommodation.
- Questions about workplace accessibility needs or modifications.
- Support with requests for interpreters, CART services, or other accessibility resources.
- Guidance regarding service animal requests for employees or students.
- Questions about pregnancy-related accommodations under the Pregnant Workers Fairness Act (PWFA).
- Support with employee requests related to lactation accommodations under the PUMP Act.
- Guidance before making decisions about an employee's work restrictions, limitations, or ability to perform job duties.
- Questions about ensuring a workplace practice or decision does not unintentionally create barriers for employees with disabilities.
- Support when a manager is unsure whether a situation may involve an accommodation requirement.

DCSD Services Offered Under ADA:

- Sign language interpreters for adults
 - Sign Language Interpreter/CART services
- Accommodation request evaluation and implementation for adults
 - Request for Reasonable Accommodation
- Accessibility request evaluation
 - ADA Indoor / Outdoor Modification Form (No Construction)
- Service animal request evaluation and implementation for adults and students.
 - Request form for Service Animals in School

Sites can NOT approve any accommodations for their employees without going through the formal request process with the ADA Office.



Human Resources and Benefits Directory





Brian Condon, CHRO 720-433-1275
Christine Pruitt, Admin. Asst. to CHRO 720-433-1283

620 Wilcox Street
Castle Rock, CO 80104



Departments and Staff within Human Resource

Employee Relations Directors

Cathy Franklin, Director of HR 720-433-1285
Parker, (ALL) Athletics & Activities/Coaches, Transportation,Outdoor Ed, Mental Health, Counselors

Dion Killingsworth, Director of HR 720-433-1295
Castle Rock, Highlands Ranch, and all other Departments and Programs

Josh Miller, Director of HR 303-387-0086
Castle Rock, Highlands Ranch, and all other Departments and Programs

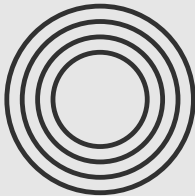
Holly Giron, Coordinator 720-433-1274

Leaves of Absence and ADA/Accommodations 720-433-0140 X4,
leaveofabsence_ADA@dcsdk12.org

Hallie Yansak, Coordinator (A- E) 720-433-1294
Kayla Zehner, Coordinator (F-M) 720-433-1087
Tiffany Scott, Coordinator (N-Z) 720-433-1084

FAX: 7204330082@egoldfax

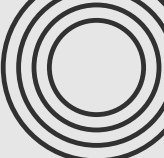
Benefits and Staff Wellness 720-433-0140 X3,
Benefits@dcsdk12.org



Mat Jekot, Director of Benefits & Wellness 720-433-1292

Connie Buechler, Benefits Analyst 720-433-1277
Sarah Shinn-Molieri, Benefits Specialist 720-433-1248
Liz Whitney, Benefits Specialist 720-433-1097
Kait Nemunaitis, Staff Wellness Coordinator 720-433-1271





Compensation

Mary Chesla, Director of Compensation 720-433-1279

Teresa Martinez, Senior Comp Analyst 720-433-1297

Recruiting

Jack Kronser, Director of HR (part-time) 720-433-1290
Recruitment & Retention, Student Teachers, Alternative & Licenses

Priyanka Graten, Recruiting & Retention Mgr. 720-433-1276

Laurie Troutman, Coordinator 720-433-1282

Lori Wheeler, Special Projects TBD

HR Solutions Team & Staffing 720-433-0410
Info.human_resources@dcsdk12.org

Rachel Dreiling, Director of HR 720-433-1286
BASE and Subs for ER

Alyx Wheeler, Operations Manager 720-433-1289
Shawna Bloom HR Generalist Staffing 720-433-1272

Sub Office 720-433-1280

Teresa Marquez, HR Solutions (A-K) 720-433-1613

Heather Thornton, HR Solutions (L-Z) 720-433-1284

Leslie Julian, HR Solutions 720-433-1287

Kellie McKenzie, HR Solutions 720-433-1293

Wilcox Front Desk Receptionist

Suzy Chartand 303-387-0233

Wilcox Mainline 303-387-0100

Other Important Contacts

Payroll 720-433-0133

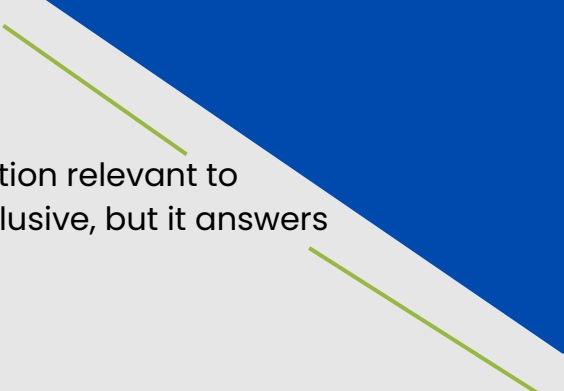
IT Support Center 303-387-0001

Security Emergencies 303-387-9999



Additional Resources





Employee Guide:

The Employee Guide contains general guidelines and information relevant to employment at Douglas County School District. It is not all-inclusive, but it answers many common questions.

[Employee Guide](#)

On-the-Job Injury (Workers' Compensation):

Injured employees must complete the Workers Compensation Claim form and submit it to the Worker's Compensation manager within 10 days of the date of injury to avoid denial of the claim. Please contact Katie Van Horn, Risk Director (303-387-0030, kvanhorn@dcsdk12.org), who can also provide a list of Workers' Compensation physicians.

[Workers' Compensation Forms](#)

[Workers' Compensation Authorized Physicians](#)

Curriculum, Instruction, and Assessment (CIA):

[CIA Site](#) has information on all things related to Curriculum, Instruction, and Assessment.

Professional Learning:

[Canvas](#) is a professional learning platform where employees can enroll in face-to-face, online, and blended courses. Employees can also obtain their DCSD Transcript.

Licensed Evaluations:

DCSD takes steps to help employees grow and develop in ways that positively impact our students and organizational success. This includes goal setting, mid-year, and a final evaluation. For more information, please visit [Licensed Evaluations](#).

Tech Support:

For all technology-related requests, please go to the [IT Tech Support](#) page. From there, you can connect with the Help Desk and find other helpful resources.

For immediate support, call the IT support center at x70001 or 303-387-0001

Payroll:

For all pay-related questions, please go to the [Payroll](#) page. You can also contact their office by email at payroll@dcsdk12.org or call them at 720-433-0133.

