

2025-2026 Innovation School Plan

Bear Valley Middle School



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Cover Page for Colorado Department of Education and Checklist

Complete the following cover page for the Colorado Department of Education (CDE).

When submitting an Innovation Plan to the Colorado State Board of Education, the following document must be completed. For additional information about the submission process, please see CDE's Fact Sheet, [Innovation Act Waiver Requests](#). Please do not submit your requests via DropBox or as a Zip file.

School Name: **Bear Valley Middle School**

School District: **Denver Public Schools**

Contact for Innovation Plan (Name, Title, and Email): **Rachael Sutherland, Principal,**
Rachael_sutherland@dpsk12.net

Please answer the following questions to help CDE review the Innovation Plan as efficiently as possible.

Is this plan for a new school or an existing school? **Existing**

Has the school applied for status as an Alternative Education Campus (AEC)? **No**

(If yes, please explain: _____)

Has the school been assigned to a Priority Improvement or Turnaround plan? **No**

Is the school a recipient of the federal School Improvement Grant (1003(g))? **No**

An Innovation Plan **must be submitted along with the following documents:**

- A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board for its approval;
- A separate document listing the state laws and State Board rules that the school is seeking to waive, as well as "replacement plans" for each of those waivers (i.e., a description of the manner in which the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- A separate document showing the school's prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An Innovation Plan **must include the following components:**

- A statement of the school's mission and why designation as an innovation school would enhance the school's ability to achieve its mission;
- A description of the innovations the school would implement;
- A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school's calendar. Other examples of programs/policies/documents that may be affected include the following:
 - the research-based educational program the school would implement;
 - the length of the school day and year at the school;
 - student promotion and graduation policies;
 - assessment plans; or
 - staffing and/or compensation plans;
- The school's prior year budget (if an already-existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with

innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving;

- An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any;
- Evidence that a majority of the administrators employed at the school consent to designation as an innovation school;
- Evidence that a majority of the teachers employed at the school consent to designation as an innovation school. (Note: for a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the innovation school. The approval must be gathered by means of a secret ballot vote.)
- Evidence that a majority of the school accountability committee for the school consent to designation as an innovation school
- A statement describing the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school.
- A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovations.
- Any additional information required by the local school board of the school district in which the innovation plan would be implemented.

Letter to your School Community

Dear BVMS Community,

At Bear Valley Middle School (BVMS), we are always striving to create the best possible learning environment for our students. As part of this commitment, our school leadership team and Collaborative School Committee are working together to design an **Innovation Plan** that will allow us to better meet the needs of our students, families, and staff.

Why an Innovation Plan?

An Innovation Plan is a tool that schools can use to shape certain policies and practices in ways that directly support student success. While we remain part of Denver Public Schools, our plan gives us flexibility to make decisions that are responsive to our community's unique needs.

Here are the key areas our Innovation Plan will focus on:

- **Calendar Flexibility**

Our students and staff deserve a calendar that best supports learning and wellness. Having the ability to design a school calendar outside of the standard DPS schedule will allow us to provide stronger professional development, strategic breaks, and instructional time that aligns with our goals.

- **Curriculum Flexibility**

Innovation allows us to select and implement a curriculum that matches our students' needs and reflects our community's values. This ensures we are challenging students academically while also providing engaging, culturally responsive instruction.

- **Professional Development**

Our teachers are at the heart of student success. With innovation status, we can design and roll out **our own professional development sessions** that focus on the strategies and practices most important for BVMS. This ensures that teachers are equipped to deliver high-quality instruction aligned to our school goals.

- **Equitable Grading Policy**

We know that grading is not just about points—it's about setting students up for long-term success. Our in-house grading policy will ensure **equity and high expectations** by focusing on student mastery of skills, preparing students to thrive in high school and beyond.

Our Process

This plan will be developed collaboratively by our **School Leadership Team** and **Collaborative School Committee**, with input from staff, students, and families. Together, we will ensure that the Innovation Plan reflects the values of our community while holding high expectations for all learners.

What This Means for You

Our goal is simple: to provide every BVMS student with the tools, opportunities, and support they need to succeed. Innovation status gives us the flexibility to do just that—while maintaining accountability to our families and district.

We look forward to sharing more details and opportunities for feedback in the coming weeks. Thank you for your continued support as we take this important step toward making BVMS an even stronger school for our students.

Innovation Plan Narrative

A. BVMS Mission Vision and Values

BVMS Vision: BVMS is a pillar of academic excellence and service in its local community, immersing students in educational experiences focused on leadership, active citizenship, and a culturally affirming curriculum.

BVMS Mission: BVMS engages students in whole child, restorative, and community based learning that is comprehensive, personalized, and engaging to prepare them to be active members of society.

Innovation status provides BVMS with the flexibilities necessary to fully implement our school model and align daily practice with our mission and vision. These flexibilities allow us to design structures and systems that are tailored to the needs of our students, staff, and community, rather than being limited by one-size-fits-all district policies.

1. Calendar Flexibility

With the ability to design a school calendar that differs from the district's, BVMS can build in intentional time for high-quality professional development and teacher collaboration.. These additional opportunities directly support our mission of engaging students through whole-child and community-based learning while ensuring staff are equipped to deliver culturally affirming and academically rigorous instruction.

2. Curriculum Flexibility

Innovation status enables BVMS to select and adapt curriculum materials that best serve our diverse student body. This ensures that our learning experiences are personalized, comprehensive, and culturally relevant—essential to our vision of being a pillar of academic excellence and a hub of leadership and active citizenship. By aligning curriculum choices to our students' strengths and needs, we prepare them to thrive academically and socially.

3. Professional Development Flexibility

Designing and rolling out our own professional learning allows us to target the specific instructional and restorative practices that drive student success at BVMS. We can focus PD on implementing restorative practices, culturally responsive pedagogy, and high-leverage teaching strategies that support our values of equity, engagement, and high expectations for all.

4. In-House Grading Policy

This grading approach is intentionally designed to balance accountability, learning, and

preparation for high school expectations. The opportunity for limited redos emphasizes the importance of reflection and revision while maintaining the expectation that students put forth their best effort on their initial submission. By limiting the number and impact of redos, students learn that while mistakes are part of learning, responsibility and preparation matter.

A strong emphasis on process work in middle school ensures that students build essential habits such as persistence, organization, and skill development. These habits support deeper learning and provide students with multiple opportunities to practice and demonstrate understanding before high-stakes assessments. This structure intentionally prepares students for high school, where greater weight is placed on final products and summative assessments, by teaching them how to learn—not just how to test.

- a. Engagement – 10%
 - Includes accessible “Do Now” activities and attendance-related participation
 - Encourages daily preparedness and consistent engagement in learning
- b. Process – 40%
 - Represents daily practice and formative work
 - Grade floor: 0%
 - Emphasizes learning progression and skill development
 - Students may submit work through the end of the unit
 - Provides teachers with ongoing evidence of content mastery
- c. Product - 50%
 - Represents summative assessments and major assignments
 - Grade floor: 50%
 - Typically 1–2 major assessments per unit
 - While assessments remain important, no single test is the sole indicator of mastery
- d. Unit Based Expectation
 - All assignments within a unit are due by the final day of the unit (test day)
 - Students may submit test corrections after a unit has ended to demonstrate improved understanding within a two week deadline
- e. Redo and Revision Policy
 - Original score **0–50%** → eligible to revise up to a maximum of 60%
 - Original score 51–90%+ → eligible for a +10% increase up to a maximum of 100%
 - Redos reinforce learning, accountability, and growth without inflating grades beyond demonstrated mastery

5. **Alignment to Mission and Vision**

Each of these flexibilities reinforces BVMS’s mission and vision:

- a. **Vision:** By immersing students in culturally affirming and leadership-driven learning, our innovation status ensures that our academic model is a true pillar of excellence and service in the community.
- b. **Mission:** Through whole child and restorative approaches, supported by calendar, curriculum, and grading flexibilities, we engage students in personalized, meaningful learning that prepares them for active citizenship and lifelong success.

B. Innovation Plan Goals

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2025-2026 Goal	2026-2027	2027-2028
CMAS- English Language Arts				
Academic Achievement <i>Improve Mean Scale Score</i> Meets- >740	2025 731.4 <i>Mean Scale</i>	2026 >736 <i>Mean Scale</i>	2027 >741 <i>Mean Scale</i>	2028 >746 <i>Mean Scale</i>
Academic Growth <i>Improve Median Growth Percentiles (MGP) Score</i> Meets- >50	2025 48 MGP	2026 >55 MGP GREEN	2027 >60 MGP GREEN	2028 >65 MGP BLUE
CMAS- Mathematics				
Academic Achievement <i>Improve Mean Scale Score</i> Meets- >731	2025 721.6 <i>Mean Scale</i>	2026 >726 <i>Mean Scale</i>	2027 >731 <i>Mean Scale</i>	2028 >736 <i>Mean Scale</i>
Academic Growth <i>Improve Median Growth Percentiles (MGP) Score</i> Meets- >50	2025 58 MGP GREEN	2026 >60 MGP GREEN	2027 >65 MGP BLUE	2028 >65 MGP BLUE
Attendance	2025 87%	2026 93%	2027 93%	2028 93%

Innovation status allows BVMS to align district goals with the specific needs of our students through targeted flexibility in calendar, curriculum, professional development, and grading. Calendar and professional development flexibilities support high-quality instruction by providing intentional time for teacher learning, collaboration, and student support. Curriculum flexibility ensures rigorous, culturally responsive instruction that increases engagement and accelerates academic growth. An equitable grading policy ensures grades reflect

mastery and readiness for high school, supporting consistency, equity, and high expectations. Together, these flexibilities strengthen instruction, improve student outcomes, and advance both district and school goals.

A. Innovation Plan Onboarding

- New Teachers and other staff hires will be supported to understand what our innovation status is and how our plan supports our community in-depth during the new to BVMS teacher in-service day. During the interview process candidates will learn about integral pieces of the innovation plan (calendar, professional learning) and additional pieces with their offer letter (waivers). New to BVMS mid-year hires will receive information in their interview and in their offer letter as well as a meeting with the New Teacher Ambassador.
- New leader hires will be given a copy of the innovation plan prior to their interview and discussed at the interview. New leaders will meet with members of ILT and SLT to review the innovation plan and discuss how innovation impacts their work and the larger BVMS school community.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Calendar	<p>As an Innovation School we have the authority to determine our own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. In turn, we will determine the number of professional development days, days off, and late starts/early release days.</p> <p>In accordance with this innovation plan, the school's principal, in consultation with the CSC, shall determine, no later than 60 days prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p> <p>The current BVMS student calendar includes the same number of days for instruction as the district calendar with the exception of PD days and adjusted teacher contract start date.</p>	<p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 1-8: Definition of "School Year" <input checked="" type="checkbox"/> Article 8-1-1 <input checked="" type="checkbox"/> Article 8-1-2 <input type="checkbox"/> Article 8-1-3 <input type="checkbox"/> Article 8-1-4 <input checked="" type="checkbox"/> Article 8-1-5 Professional Standards- Calendar Subsections</p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact <input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year"</p>

To allow for BVMS specific professional development, some changes to the dates of non-student contact days may be made to the BVMS calendar. Paid teacher professional development days are scheduled in alignment with the district assessment calendar to ensure that teachers have adequate time to analyze data and plan for next instructional steps.

Calendar Specifics:

- 186 total teacher contract days
- 10.5 DPS Professional Development days (4.5 self directed teacher planning, 6 DPS central led or decided by BVMS)
- 3 BVMS Specific Professional Development Days
- 1 parent teacher conference day (can be flexed to 2 after school time slots with compensation day of equivalent hours)
- The school calendar will be posted by May 1st for the following year.
- The student calendar is 171.5 days. Student contact days may be adjusted up to 2 greater or fewer days as dictated by a vote of the SLT so long as BVMS continues to exceed state and district requirements.

Early Release During CMAS Testing Week:

Bear Valley is heading into year 10 of having a 2 hour early release during the 5 day CMAS testing week. This supports student focus, stamina, and overall well-being during extended testing periods. State assessments require prolonged cognitive effort, and early release allows students to engage fully in testing without the added fatigue of a full instructional day afterward.

This structure has led to high CMAS attendance at BVMS, a calmer testing environment, improved student engagement, and reduced behavioral and emotional dysregulation during testing week. We also attribute early release to one of the reasons our school has earned GREEN status (we met State and local academic expectations for two years in a row).

Additionally, early release provides staff with time to prepare testing materials and support a smooth and secure testing process. We meet every day as an entire staff after testing to review what went well and any needed next steps. This time also allows for DCTA required personal

	<p>planning time.</p> <p>CMAS early release days are the <i>ONLY</i> early release days on the BVMS calendar through the academic school year.</p> <p>BVMS Academy: BVMS hosts a 6th grade academy which allows 6th graders to start one day earlier than 7th and 8th graders. This allows for our new students to get familiar with the building, their new schedules, their teachers and peers. Gradual start for 7th & 8th grade will be decided on a yearly basis, in collaboration with SLT and CSC.</p> <p>8-1 Contract Year: The contract year for teachers may be extended to include no more than 3 additional mandatory professional development days prior to the start of the school year.</p> <p>Teachers will be compensated for additional days via a stipend or extra duty pay that is determined by the principal in consultation with the CSC annually. Non-student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar.</p>	
Schedule & Professional Standards	<p>The teacher workweek will still total 40 hours but may not be evenly distributed between school days. BVMS may utilize an early start or late release for teachers to allow for full staff or other meetings during the week. This schedule will be presented and approved by SLT each year.</p> <p>Teachers may be assigned non-teaching duties. These responsibilities include, but are not limited to, lunch duty, entry/dismissal duty, or committee meetings; however contractual self-directed planning time will not go below mandated 345 minutes per week or 40 uninterrupted minutes per day.</p>	<p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 1-8: Definition of "School Year"</p> <p><input checked="" type="checkbox"/> Article 8-2</p> <p><input type="checkbox"/> Article 8-3</p> <p><input type="checkbox"/> Article 8-4</p> <p><input type="checkbox"/> Article 8-5</p> <p><input type="checkbox"/> Article 8-6</p> <p><input type="checkbox"/> Article 8-7</p> <p><input type="checkbox"/> Article 8-8</p> <p><input type="checkbox"/> Article 8-9</p> <p><input checked="" type="checkbox"/> Article 8-10 Professional Standards- Calendar, Year, Day, Class Size & Load</p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar</p> <p><input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and</p>

		Contact						
Extra Duty Compensation	<p>BVMS may provide extra duty compensation through both extra duty pay and through stipends.</p> <p>The principal will oversee the submission of additional hours worked for extra duty through True Pay no later than the Friday of the week those additional hours were worked. The School Operations Manager will be responsible for ensuring that all stipends are provided to eligible staff.</p> <p>BVMS may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be reviewed by HR and submitted to DPS compensation by the date indicated on the submission form.</p> <p>A list of stipends offered by BVMS each year that are outside of traditional DPS roles (STL, Team Specialist, etc) will be maintained by the principal and presented to the CSC each year for budget accountability.</p> <p>BVMS may seek to provide extra duty compensation for afterschool activities, additional courses added to course load, additional duties to support teams, etc., which will support the school by increasing service to students.</p> <p>BVMS will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p>	<p>CBA:</p> <p><input checked="" type="checkbox"/> DCTA - Article 28: Extra Duty Compensation</p> <p><input checked="" type="checkbox"/> DFPNSE - Article 19: Compensation</p> <p><input checked="" type="checkbox"/> DAEOP - Article 10.2: Compensation</p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>						
Curriculum and Assessment	<p>BVMS will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, BVMS will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>BVMS will undergo an internal approval process between administration, requesting teachers, and/or departments and special education providers at which time the administration will approve any variations and the team will communicate them to families as needed.</p> <p>Provide the current selections for curricula:</p> <table border="1"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>Amplify Curriculum</td> </tr> <tr> <td>Math</td> <td>ImagineIM</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Language Arts	Amplify Curriculum	Math	ImagineIM	<p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</p> <p><input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</p>
Curriculum Subject	Commercial Program Name							
Language Arts	Amplify Curriculum							
Math	ImagineIM							

	Science	OpenSciED	
	Social Studies	BVMS EduCurious	
	English Language Development	Vista and NewsELA	
	Integrated Arts	<p>Self Created Curriculum:</p> <p>All BVMS students receive quality arts instruction that supports holistic thinking and actions.</p> <p>BVMS arts education will:</p> <ul style="list-style-type: none"> • Be an integral component of a 21st century education to develop the whole child. • Be rich and deep, with rigorous standards personalized to meet students' unique interests and learning styles. • Be relevant to historical, social, and cultural expression. • Be flexible in providing learning opportunities and career pathways for students that aim to graduate college- and career-ready in Arts related fields. • Be built upon conceptual and skill-based instructional practices that impact all children. 	
	Learning Community Curriculum	<p>Self Created Curriculum:</p> <p>BVMS will engage in daily SEL lessons through a self-created curriculum, which allows BVMS to better support students in their social-emotional development.</p> <p>Students will engage in lessons around;</p> <ul style="list-style-type: none"> • Self-advocacy • Conflict resolution • College & career readiness • Self-management • Social awareness & relationship skills 	

- Responsible decision-making
- Community building

Through these lessons, students will build strong relationships between their peers and teachers. This will strengthen and improve the overall school culture.

Provide the current selections for assessments:

Assessment Subject	Assessment Type
iReady	Reading Comprehension Assessment & READ Act Compliance *Used by Mild Mod and Special Education classes
District Interim Assessments	Math, Literacy, Science, Social Studies
Unit Assessments	Math, Literacy, Social Studies, Science, English Language Development
CMAS and CoALT	Math, Literacy, Science, & Social Studies as implemented
ACCESS	MLE language acquisition

The school's curriculum will provide a program of instruction that enables students to meet or exceed Colorado Academic Standards (CAS). The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC.

Substantive interim changes to curriculum must be approved through an internal process with district personnel, SLT, and ILT.

Curriculum Development and Scope/Sequence

BVMS will use existing DPS instructional materials and scope and sequence documents. Teachers are encouraged and empowered to make adaptations and modifications to personalize student learning and ensure learning is rigorous. It is determined by the Instructional

	<p>Leadership Team, through coaching and evaluations, if the teacher modifications are appropriate.</p> <p>Teachers will engage in data driven processes and co-plan with a variety of teams to ensure vertical and team-wide alignment. This also provides teams an opportunity to engage students in cross-curricular projects, project-based learning and other co-planned units throughout the course of the school year.</p>	
<p>Professional Learning</p>	<p>BVMS may host our own professional learning days rather than attend district scheduled professional learning. BVMS will provide professional learning opportunities in alignment with our Major Improvement Strategies. BVMS may provide PD related to the following:</p> <ul style="list-style-type: none"> ● Instructional Professional Development ● Restorative Justice Practices ● Diversity, Equity and Inclusion (DEI) professional learning <ul style="list-style-type: none"> ○ Ex: Anti Racism, LGBTQ+ affirming ● School Culture Development ● Equitable Grading Practices ● New to BVMS Staff Induction Program ● Trauma Informed Practices ● Social Emotional Learning Practices <p>BearValley's ILT and other staff will work in collaboration to deliver PD sessions as directed by SLT's scheduling parameters either via Bear Valley staff or community partners with more expertise.</p> <p>If BVMS staff choose to attend content related district professional development, they can if approved by administration.</p> <p>If a Bear Valley staff member would like to propose a Professional Development session, they can present a formal proposal to SLT for approval 4 weeks prior to the proposed PD date. If approved, 2 weeks prior to the PD, the staff member will present all presentation materials to SLT for approval.</p> <p>Staff may be asked to attend DPS Professional Learning sessions if applicable to instructional needs.</p> <p>School staff will still complete all DPS mandatory training online related to health, safety, and other legal compliance (such as special education and Multilingual Education).</p>	<p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</p> <p><input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</p>
<p>Supplemental and Enrichment Programming</p>	<p>To support culturally sustaining and community needs, BVMS may seek to hire supplemental and enrichment educators that do not hold a teacher's license to support our school community in maintaining appropriate class sizes and to offer innovative classes based on student interest. (Examples: Student Council)</p>	<p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-63-201: Employment - License;</p> <p><input checked="" type="checkbox"/> 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and</p>

<p>BVMS will identify when hiring supplemental and enrichment educators without a teaching license would best support our school community by seeking competent community professionals. Core Content teachers will possess and maintain relevant licenses.</p> <p>All applicable teachers licensed will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements. Special Education teachers will hold necessary licensure.</p>	<p>Extra-curricular and Enrichment Activities</p> <p>BVMS will offer extra-curricular and enrichment activities during and after school. The School Operations Manager / athletic director will organize the scheduling, transportation, and oversight of extra-curricular and enrichment activities.</p> <p>The Denver Public Schools Athletics program provides opportunities for participants as an extension of academics in a competitive and wholesome environment. DPS athletics emphasizes the promotion of life skills, citizenship, cooperation, and work ethic in an interscholastic environment. Participation is through a try-out process.</p> <p>There will be grade and attendance eligibility as decided by the individual coach. The process for upholding students to high academic standards and student athletes is determined by the athletic director in collaboration with administration. Eligibility affects participation in the following week's practice and game participation. BVMS will participate in DPS middle school athletics including:</p> <ul style="list-style-type: none"> • Girls: Softball, Cross Country, Soccer, Volleyball, Basketball • Boys: Baseball, Soccer, Flag Football, Cross Country, Basketball • Denver Futures Programs • Performing Arts Programs <p>BVMS will offer after school and enrichment opportunities based on student and teacher interests.</p> <p>Fees are charged for sports and after-school activities, with discounts for students who qualify financially. Programs offered during the extended school day are paid for by reallocating resources, securing additional grants and donations. Extended day stipends for teachers are included in the budget using cost savings from budgeting based on actual instead of average salaries, which is a flexibility allowed for under Innovation Status. Funding for enrichments offered by community based organizations will be secured through grants and donations; BVMS manages private funding through flexibilities available under Innovation.</p>	<p>other non certificated personnel; <input checked="" type="checkbox"/> 22-63-402: Disbursements</p>
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	<p>Experiential Learning Opportunities: As a school by the community, for the community, BVMS students will engage in various opportunities to serve, explore and give back to their community. These experiences may include, but are not limited to: experiential learning field trips, and community service projects. It is important that all students have the opportunities to learn how to be caring and productive members of society.</p>	
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Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Recruitment and Hiring	<p>Innovative Staff Role Fulfillment The school will use support staff positions that have been established by the Board, when applicable. When additional or unique support staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.</p> <p>BVMS will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> • In accordance with the Equal Pay for Equal Work Act, BVMS will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website. • The school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p>Personnel Committee</p> <p>The Personnel Committee shall consist of the Principal as well as 3 teachers chosen by a vote of faculty, and 1 non-teaching staff chosen by a vote of faculty. To the extent possible, the Personnel Committee is encouraged to invite representative(s) from the staffing area that will be affected by the new hire and constitute a 5th voting member.</p>	<p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 13-7 Hiring Timelines</p> <p><input checked="" type="checkbox"/> Article 13-8 Personnel Committee</p> <p><input type="checkbox"/> Article 14-1 Summer School Teaching Positions</p>

	<p>The principal and personnel committee (PC) shall be responsible for hiring all DCTA staff and shall implement a hiring process that best meets the needs of the innovation school. The PC supports the hiring process, including being part of the interview team.</p> <p>PC decisions are made by consensus when possible. Should the PC fail to reach consensus, the principal shall cast the deciding vote. During school breaks, the school leader can fill positions; however, the principal must first attempt to consult the PC.</p>	
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Section III: Governance and Budget Flexibilities

Governance and Budget Flexibilities			
Flexibility Area	Detailed Flexibility and Rationale		Select Associated Waivers
School Committees			<p>District Policy:</p> <p><input checked="" type="checkbox"/> BDF-R4 Collaborative School Committee</p> <p>(If the SLT and CSC are combined):</p> <p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 5-5: School Leadership Team</p> <p><input type="checkbox"/> Article 5-6: Instructional Leadership Team</p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-126: Employment and Authority of Principals</p>
Committee Name and Acronym	Members	Brief Overview of Responsibilities	
Collaborative School Committee (CSC)	<p>A minimum of 4 parents or legal guardians of students who are currently enrolled at BVMS</p> <p>A minimum of 3 teachers who provide instruction at BVMS (via DCTA processes, held by DCTA rep anonymously)</p> <p>The principal</p> <p>A minimum of 1 non teaching staff member</p> <p>A minimum of 1 community member</p> <p>A minimum 1 adult member of an organization of parents,</p>	<p>Work in collaboration to make decisions</p> <p>Provide guidance, evaluation, and recommendations to the principal and Superintendent about:</p> <p>Spending priorities of school's moneys</p> <p>Preparation of a school's United Improvement Plan</p> <p>Preparation of a school priority improvement or turnaround plan, if required</p> <p>Discuss whether school leadership, personnel, and infrastructure are advancing or impeding</p>	

	<p>teachers and students recognized by the school if applicable</p> <p>At least 1 person who is involved in business or industry in the community</p>	<p>implementation of the public school's improvement, priority improvement, or turnaround plan, if applicable, or other progress pertinent to the public school's accreditation contact with the Board of institute</p> <p>Preparation of principal development plans for the principal as it related to the CSC</p> <p>Provision of input for principal evaluations as it related to the CSC</p> <p>Increase the level of family engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401 (1) (d). The committee's activities to increase parent engagement must include, but not limited to:</p> <p>Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school.</p> <p>Assisting the school district in implementing at the school the parent engagement policy</p> <p>Assisting school personnel</p>	
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		<p>to increase parents' engagement with teachers, including but not limited to parents' engagement in creating READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy</p>	
SLT (School Leadership Team):	<p>Principal</p> <p>DCTA Representative</p> <p>Teacher appointed by the principal</p> <p>ILT elected representative (could simultaneously hold a grade level elected seat as listed below, elected by DCTA process)</p> <p>Elected seats (via DCTA processes, held by DCTA rep anonymously)</p> <ul style="list-style-type: none"> • 6th grade representative • 7th grade representative • 8th grade representative • IA representative • Mental Health representative • SPED representative • RCT representative <p>Replacement of Members: If an elected member has to vacate a seat for any reason, the seat will be offered to the next runner up from that year's election results. If</p>	<p>Strive to make decisions by consensus. Consensus is either a unanimous decision or a majority decision that the entire SLT. If consensus can't be reached, then the Collaborative Director will be contacted by the principal, association rep, or an SLT member. The Collaborative Director will consult with the Association prior to making a decision. The Collaborative Director will review and consider any information provided by any member of SLT.</p> <p>Student Schedule</p> <p>School Based Educator Schedule</p> <p>Parent Teacher Conferences</p> <p>School-Sponsored Events</p> <p>The design of and schedule for the professional development plan within the 40 hour work week, e.g. use of "teal days" or equivalent. The SLT shall take into consideration other professional development and teacher</p>	

	<p>there is no runner up, DCTA rep will hold a mid-year election via the DCTA election process.</p> <p>obligations in scheduling this time</p> <p>Other operation and professional functions (e.g., committee meetings, faculty/ staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams)</p> <p>Contingency plans for lack of substitute teachers in order to assure equitable impact and implementation</p> <p>Heat Related closures or early release</p> <p>Review and collaborate on the implementation of the District Instructional Plan as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work</p> <p>Collaborate to identify strategies for increasing enrollment at the school Collaborate to develop communication strategies for regularly reporting student progress to parents/ families</p> <p>Collaborate to implement best instructional practices Plan to identify and reduce non- essential work requirements</p> <p>Collaborate on the school-wide learning cycles and observation cycles for the</p>	
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		<p>year (LEAP/ also timelines for ILT)</p> <p>Review and approve written proposals from a teacher requesting that they be permitted to substitute a planned Professional Development session with a proposed alternative because the planned session is not related to the teacher's content area; the SLT shall develop procedures regarding such requests</p> <p>Decisions to alter the length of the lunch period or Secondary Teaching Load only after conducting a confidential vote of the majority of the faculty</p> <p>Collaborate with the principal on the design and implementation of a prevention, intervention, and discipline plan, subject to review by the CSC, and monitor its effectiveness on an annual basis</p> <p>Approve up to three evening events per school year</p> <p>Develop, in consultation with the department chairs at the secondary level or grade level chairs at the elementary level, a written contingency plan for class coverage occasioned by a shortfall of substitute teachers</p> <p>Lead and facilitate a biannual (January, May) update delivered to CSC and</p>	
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		<p>staff on the school's progress toward the innovation plan goals and current alignment with the innovation plan</p> <p>RCT initiatives and/or policy changes will be brought to SLT for discussion and approval via vote</p> <p>Meetings:</p> <p>Communicate agendas and establish norms for collaborative meetings</p> <p>Post meeting agenda and minutes where staff has access such as Google Drive</p> <p>Communicate when meetings are scheduled</p> <p>Only elected educators, the principal or designee, and teacher appointed by the principal can vote</p>	
Personnel Committee (PC)	<p>Principal</p> <p>To the extent possible, the Personnel Committee is encouraged to invite representative(s) from the staffing area that will be affected by the new hire and constitute a 5th voting member.</p>	<p>The principal and personnel committee (PC) shall be responsible for hiring all DCTA staff and shall implement a hiring process that best meets the needs of the innovation school. The PC supports the hiring process, including being part of the interview team.</p> <p>PC decisions are made by consensus when possible. Should the PC fail to reach consensus, the principal shall cast the deciding vote. During school breaks, the school leader can fill positions; however, the principal must first attempt to consult the PC</p>	

	<p>Instructional Leadership Team (ILT)</p> <ul style="list-style-type: none"> • Principal • AP's and other instructional school leaders • Teachers leaders (STL's) <p>All members responsible for evaluations are required to be LEAP trained</p> <p>Gather and analyze teacher and student academic data</p> <p>Assist to develop and monitor strategic plans and priorities</p> <p>Set vision for and maintain school culture through the lens of instruction</p> <p>Assist to create curriculum and assessment strategies</p> <p>Assist to build and practice instructional leadership skills</p> <p>Help plan and facilitate professional learning</p> <p>ILT will act as a sub committee, they can bring plans but SLT needs to look over them and approve them</p> <p>STLs teach part time and coach part time. These STL positions are identified based on need (i.e., Math scores have resulted in a Math Intervention STL and a Math STL to support teachers in DDI and standards-based instructional planning)</p>	
<p><u>School Governance</u></p> <p>BVMS is an Innovation school, and the BVMS Principal reports to a District Collaborate Director and the Director of Operational Services.. BVMS parents/guardians, teachers and community members are active participants in the school's governance structure through the</p>		

Collaborative School Committee (CSC), and other school committees. These committees will seek input from school stakeholders on school decisions, empower the school community voice, identify and address concerns, hold school leaders accountable for progress toward school goals, celebrate and publicize successes, and raise money and advocate for the school.

1. Principal Selection Process and Flexibilities

The BVMS CSC will lead the principal selection process for a new leader in conjunction with district support (Director/OS) when a new leader is needed at BVMS. Prior to undergoing the candidate selection process, district support shall spend time at BVMS to better understand the current state and needs of the school to support in developing the candidate profile and guiding questions for the committee. In addition to the voting members of the CSC, one member of the current administration team who is planning to remain at BVMS shall be included as a voting member of the principal selection committee. In support of leadership continuity, internal candidates who express a desire to apply for the role are brought forward to the committee for the interview step of the process. Finally every possible attempt should be made to hold an in person interview process baring overriding health regulation and candidates should make every possible attempt to visit BVMS for an in person community meeting prior to final CSC decision.

The CSC will:

- Identify 1 or more principal candidates (when a vacancy exists).
- Identify an interview panel to conduct principal interviews consisting of a returning administrator (or designee), at least 2 faculty/staff, at least 2 parents/guardians.
- Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the CSC and ILT so choose, recommend a single candidate .
- The superintendent (or designee) shall make a final hiring decision from among the candidate(s) or, if the superintendent determines that no candidate is sufficiently qualified, direct the CSC and ILT to work with the District to identify additional principal candidates.

- a. Rationale: It is of utmost importance for BVMS to have a leader that aligns with their needs, values, and innovative practices. To that end, a Principal Selection Process must work closely with the stakeholders in the

	<p>school to ensure all potential leaders are considered. It is also invaluable for an in person interview process to take place so that our community is able to meet with and speak to potential leader candidates and subsequently make their voices heard.</p> <p><u>Benefits:</u> As a community based school, involving the community and stakeholders within the building in our Principal Selection process provides chances for investment and discussion instead of decisions made largely by those who are not members of our community. Allowing internal candidates to be provided access to interviews means that BVMS does not lose access to a candidate from within the building through a weeding process that does not involve the community.</p> <p>Grade Level Team Specialists: These individuals will act as the liaison between the leadership team and grade-level teams. They will be responsible for communicating information, and delivering feedback to the school leadership team. Other responsibilities related to Shared Literacy, DDI, et al as assigned on an annual basis to meet the needs and initiatives of SLT/ILT. All team specialists are required to participate in weekly grade level team specialist meetings to ensure all grade level team meetings are aligned each week</p>	
Budgeting on Actual Teacher Salaries	<p>BVMS currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows BVMS to spend any additional budget on resources, including additional staff, to support student learning and wellbeing.</p> <p>BVMS will use the additional funds from budgeting on Actuals to support its Vision and Mission in academic excellence and supporting the whole child to become active, engaged citizens.</p>	No Associated Waivers
School Sponsorships	<p>KHBA: Sponsorship Programs</p> <p>The school has the authority to collect revenue directly from sponsorships, so long as any revenue collected is processed through the appropriate district system (currently My School Bucks), which will then be directed to the school. This revenue is subject to district oversight.</p> <p>The school shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ul style="list-style-type: none"> • The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. • The sponsorship will not alter any district owned resources unless permission is granted by the district. 	District Policy: <input checked="" type="checkbox"/> KHBA Sponsorship Programs

	<ul style="list-style-type: none">• The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.• The sponsorship agreement will be reported to the district Office of Finance at least 30 days before an agreement is to take effect. The Office of Finance will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the school or because it would be in conflict with existing fund regulations (such as federal grants).	
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Section IV: Innovative Practices Outside of Waivers (Optional)

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Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
Restorative Practices	<p><u>Restorative Practices Structures</u></p> <p>Bear Valley Middle School prioritizes restorative practices when addressing student conflict. When concerns arise, staff intentionally engage students in conversation to understand context, responsibility, and impact before determining consequences. When appropriate, involved parties are brought together to reflect on their roles and work toward repair and resolution. As a relationship-based school, BVMS emphasizes trust, accountability, and collaboration with both students and families to strengthen our school community.</p> <p>Benefits: When schools implement Restorative Justice and Practices (RJP) into their buildings, students experience less of a disruption to their learning, have a better chance of maintaining a sense of belongingness and connection to the school community, and gain self-regulation skills. RJP builds on social-emotional learning to provide fair and equitable consequences as well as opportunities for forgiveness and healing</p> <p><u>In School Suspension</u></p> <p>BVMS has an in-school suspension (ISS) room. Students receive a full of ISS when they have broken the following BVMS rules:</p> <ol style="list-style-type: none">1. Technology in class 3 times in a quarter2. Not meeting Yeti Watch Goals (our daily progress monitoring tool for Tier 2 interventions).3. Out of dress code 3 times in a quarter4. 3 dial zeros - overstaying bathroom pass or student is behaving in a way that requires RCT or administration's help in a quarter OR leaving class without permission5. Late to a class 3 times in a quarter *These all reset after each quarter6. Midday altercation that does not allow the student to return to class (ie: physical altercation, substance abuse) <p>While in ISS, students work on content packets (grade level science, social studies, language arts, math, and Integrated Arts) consisting of reading and questions. They also complete a restorative justice (RJ) reading based on their reason for being in ISS. ie: Students will do an assignment about keeping their hands themselves. The ISS lead will ensure that students are taking the work seriously and writing in complete sentences. The ISS lead meets with students 1:1 about their responses to the RJ packet.</p> <p>Students who reach manifestation get current days work and receive IEP minutes when in ISS for multiple days.</p>

Instructional & Interim Analysis PD

Interim Analysis will provide dedicated time for teachers and administration to assess both successes as well as opportunities for growth in instructional practices. By devoting time to this analysis and development, staff will be able to engage with DDI points and have time to shift practices for improvement over the course of the academic year towards overall school goals.

Benefits: DDI and assessment analysis create a constructive and positive school culture focused on inquiry and growth. Having time for staff analysis of results allows everyone the same opportunity to ensure the implementation of necessary interventions and more intentional planning in classrooms.

In-House Grading Policy

This grading approach is intentionally designed to balance accountability, learning, and preparation for high school expectations. The opportunity for limited redos emphasizes the importance of reflection and revision while maintaining the expectation that students put forth their best effort on their initial submission. By limiting the number and impact of redos, students learn that while mistakes are part of learning, responsibility and preparation matter.

A strong emphasis on process work in middle school ensures that students build essential habits such as persistence, organization, and skill development. These habits support deeper learning and provide students with multiple opportunities to practice and demonstrate understanding before high-stakes assessments. This structure intentionally prepares students for high school, where greater weight is placed on final products and summative assessments, by teaching them how to learn—not just how to test.

- a. Engagement – 10%
 - Includes accessible "Do Now" activities and attendance-related participation
 - Encourages daily preparedness and consistent engagement in learning
- b. Process – 40%
 - Represents daily practice and formative work
 - Grade floor: 0%
 - Emphasizes learning progression and skill development
 - Students may submit work through the end of the unit
 - Provides teachers with ongoing evidence of content mastery
- c. Product - 50%
 - Represents summative assessments and major assignments
 - Grade floor: 50%
 - Typically 1–2 major assessments per unit
 - While assessments remain important, no single test is the sole indicator of mastery
- d. Unit Based Expectation

- All assignments within a unit are due by the final day of the unit (test day)
- Students may submit test corrections after a unit has ended to demonstrate improved understanding within a two week deadline

e. Redo and Revision Policy

- Original score **0–50%** → eligible to revise up to a maximum of 60%
- Original score 51–90%+ → eligible for a +10% increase up to a maximum of 100%
- Redos reinforce learning, accountability, and growth without inflating grades beyond demonstrated mastery

Innovation Plan Waivers

If components of this innovation plan, including associated waivers, become impossible to implement due to changes in law, collective bargaining obligations, safety requirements, or operational capacity constraints, the District and Innovation School will collaboratively initiate the formal innovation plan revision process required under C.R.S. 22-32.5. Until revisions are approved, the District will make reasonable efforts to support implementation to the extent practicable.

Calendar

DCTA CBA:

- [Article 1-8: Definition of "School Year"](#)
- Article 8-1-1
- [Article 8-1-2: Professional Learning Days](#)
- Article 8-1-5

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum calendar standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

- The SLT or SLT-equivalent must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Collaborative Director. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

The term "school year" as used in corresponding Articles and policies affecting the school shall mean the school calendar as it is established by the innovation school. This definition will include an identification of days. "Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School.

8-1-1 - Newly hired educators shall have access to orientation and/or comparable training opportunities on a schedule that is reasonable and approved by the school.

8-1-2 - In addition to the district's professional learning days, a maximum of "3" more additional professional learning days will be scheduled each year. If the contract year is extended, teachers will be compensated for additional professional learning days at their regular rate. Any professional development days that do not coincide with those of the district, will be scheduled with input from the CSC to better serve the school community. Notice of professional development days will be provided at least ninety (90) days prior to the end of the school year.

8-1-5 - The school will establish terms governing any special conditions related to an educator's assignment.

Schedule

DCTA CBA:

- [Article 1-8: Definition of "School Year"](#)
- [Article 8-2: Professional Standards](#)
- [Article 8-10: Class Coverage](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)

The school may **modify the professional standards outlined in Article 8-2 - 8-10**, as described in the innovation plan, provided it meets or exceeds the minimum calendar standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact. All other aspects of Article 8 in the DCTA contract will be observed (all references in article 8 to the SLT will refer to the SLT equivalent).

8-2 Work Week Hours - The work week shall be "40" hours, but may not be evenly distributed between school days.

8-10 Class Coverage - During the (first, second, third) month of each school year, the SLT or equivalent, in consultation with the department chairs shall develop a written contingency plan for class coverage occasioned by a shortfall of substitute teachers. Individuals must possess the appropriate teaching credentials to be considered for class coverage. Such plan shall include the procedure for enabling teachers to invoke Article 28-6 of the DCTA agreement.

Extra Duty Compensation

DPS CBAs:

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)
- [DAEOP - Article 10.2: Compensation \(Educational Office Professionals\)](#)

State Statute:

- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)

The School has the authority to **determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities** including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC and HR for annual review and approval. The compensation philosophy must be shared with the school's HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school's HR partner for review by March 1st.

Pursuant to state law, the DPS board will delegate the duty specified in 22-32-109(1)(f) to the innovation school.

Curriculum and Assessment**State Statute:**

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan.

The school will continue to follow the district's curriculum and assessment flexibility process as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school is required to adhere to the READ Act requirements in CRS 22-7-1201 thru 22-7-1214. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Professional Learning

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As described in the innovation plan, the School will participate in district-provided coaching and

professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

In determining the School's PD and coaching schedule, the Collaborative Director will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all training required for health, safety, equity, and other legal compliance.

Supplemental and Enrichment Programming

State Statute:

- [22-32-110\(1\)\(ee\): Local Board Powers-Employ teachers' aides and other non certificated personnel](#)
- [22-63-201: Employment - License](#)
- [22-63-402: Disbursements](#)

The school may **employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan**, and the DPS board may enter into employment contracts with non-licensed teachers at the school as necessary to implement the school's innovation plan. Non-licensed personnel will, at a minimum, possess a bachelor's degree or have relevant work experience, subject to approval by DPS HR. The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as: Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Art; Physical Education. All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.

School district monies will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law, the district shall conduct background checks.

Recruitment & Hiring

DCTA CBA:

- [Article 13-7 Hiring Timelines](#)
- [Article 13-8 Personnel Committee](#)

The Innovation School will have autonomy to **recruit staff and make offers to candidates outside of the traditional district hiring calendar**.

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions, but will first attempt to consult the personnel committee or the school's replacement for the personnel committee.

School Governance and Committees

District Policy:

- [BDF-R4 Collaborative School Committee](#)

CBA:

- [Article 5-5: School Leadership Team](#)

(If the CSC is more involved in principal hiring)

State Statute:

- [22-32-126: Employment and Authority of Principals](#)

The **Collaborative School Committee (CSC)** will operate **in full compliance with** all state laws governing School Accountability Committees, including C.R.S. 22-11-401 and 22-11-402. The CSC will continue to serve as the School Accountability Committee and will perform all required responsibilities related to school improvement, budgeting, accountability, and parent engagement.

The membership of the CSC will include at least 7 voting members, with parents constituting the largest group. The CSC will include representation by the the following parties (more representatives can be added in these or other categories, provided parents constitute the largest group):

- Principal or principal's designee
- At least 3 parents or legal guardians of students enrolled at the school
- At least 1 teacher who provides instruction at the school
- At least 1 person who is involved in business or industry in the community
- At least 1 adult member of an organization of parents, teachers and students recognized by the school

The number of members of the CSC will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the CSC will represent a cross-section of the school community.

The CSC will provide input into principal hiring as described in the innovation plan. The CSC may also choose to follow the typical district process for principal hiring.

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Although the school is waiving DPS policy BDF-R4, C.R.S. 22-11-401 and 22-11-402 are not waived.

Summary of State Statute

(This statute is not waived and the CSC must adhere to C.R.S. 22-11-401 and C.R.S. 22-11-402).

Meetings

The CSC will publicize and hold public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in the school priority improvement or turnaround plan and to review a written school priority improvement or turnaround plan.

Summary of Duties ([see 22-11-402 for state statute verbatim](#))

The CSC will:

1. *Act as the school accountability committee for the school.*
2. *Recommend to the principal priorities for spending school moneys and formulating school budget requests.*
3. *Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.*
4. *Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.*
5. *Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations.*
6. *Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:*
 - a. *Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;*
 - b. *Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and*
 - c. *Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.*

School Sponsorships

District Policy:

- [KHBA - Sponsorship Programs](#)

The school has the authority to collect revenue directly from sponsorships, so long as any revenue collected is processed through the appropriate district system (currently My School Bucks), which will then be directed to the school. This revenue is subject to district oversight.

The school shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.
2. The sponsorship will not alter any district owned resources unless permission is granted by the district.
3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.

4. The sponsorship agreement will be reported to the district Office of Finance at least 30 days before an agreement is to take effect. The Office of Finance will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the school or because it would be in conflict with existing fund regulations (such as federal grants).

Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC

Engagement Opportunity	Participation Structure and Attendees	Links
<u>SLT</u> 8.29.25 9.26.25 12.4.25 1.5.26	SLT = School leadership Team (see list of attendees on top of agenda per day)	SLT Agenda
<u>CSC</u> 12.18.25	CSC = Collaborate School Committee Click <u>HERE</u> for list of names	CSC December Deck