

Bear Valley International School



2022-2023

Innovation School Renewal Application

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Letter to School Community

February 25, 2023

It is with great pleasure and pride that we submit this Innovation Plan for Bear Valley International School. In the midst of a tumultuous period, our school has come together to assess the needs of our community, students, and staff as well as to listen to the advocacy from those same groups in the creation of a new program moving forward. We take these pieces of feedback seriously such as “Do one thing extraordinarily well” or, “Be unyielding in our pursuit of excellence”, and have used them to create a new aim for our school that will carry us into the future regardless of any changes that may lie ahead.

This proposal is created through the feedback and input of staff and families over years of working together to create a comprehensive and successful school via planning meetings, discussions, and surveys. Without the guidance and passion of these stakeholders, Bear Valley would not be able to become the home of healing and intellectual rigor it aims to be.

While we will no longer be working within the International Baccalaureate (IB) program, our plan addresses the needs of students to be seen, valued, and empowered in academic as well as social emotional arenas. Bear Valley meets a need in Southwest Denver by creating a middle-grade hub of inclusion, antiracism, and culturally sustaining practices alongside rigorous and creative curriculum. It also spotlights the impacts of service, active citizenship/advocacy, and community collaboration with individual success.

Bear Valley will move forward with a new program relentlessly focused on its vision of academic excellence, leadership, and a restorative community based mindset. It will specifically target:

- Academically rigorous, antiracist, and culturally sustaining curriculum that is grounded in providing representation for all students as well as opportunities for gaining understanding of others, fostering open-mindedness
- Community-based mentorship, leadership, and service focused non-academic programming
- Relationship-based pedagogy providing access to Restorative Practices and healing, creating an inclusive and equitable environment for all students - especially Black, Latinx, Indigenous, and persistently marginalized children
- Meaningful ways for families and community members to be a part of the school community

Innovation status supports us in ensuring we are a community driven school. Through our innovation plan, we are able to adjust our school calendar, facilitate professional learning aligned to our mission and vision and ensure curriculum materials are culturally sustaining and engaging. These flexibilities allow Bear Valley to meet the needs of students, staff and the larger Southwest Denver community.

On behalf of the Bear Valley International School community,

**“Without community service, we would not have a strong quality of life.
It’s important to the person who serves as well as the recipient.
It’s the way in which we ourselves grow and develop.”**

Innovation Plan Narrative

School Mission, Vision, and Values

- a. Describe the school’s mission, vision, and values, as well as its school model.
 - i. BVIS Vision: Bear Valley International School 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.
 - ii. BVIS Mission: Bear Valley International School engages scholars in whole child, restorative, and community based learning that is comprehensive, personalized, and engaging to prepare them to be active members of society.
- b. How will innovation status (including the specific flexibilities identified in the plan) support the school with implementing its school model and achieving its mission, vision, and values?
- c. In support of this summary, you may also attach any relevant school planning documents (UIP, SSP, comprehensive school design documents, etc.) that already include this information rather than restating it in the innovation plan.

Innovation Plan Goals

- a. *At renewal, all schools will be considered based on their progress towards district goals, as set in Board policy ADE-R.* Please detail any additional specific measurable goals you will use to measure the academic performance of the school as a result of implementing this innovation plan, including current performance in those areas.
- b. How will innovation status (including the specific flexibilities identified in the plan) support the school with accomplishing goals set by the district, goals set in the innovation plan, and improving outcomes for students?

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
CMAS- English Language Arts				
Academic Achievement <i>Improve Mean Scale Score</i>	2022 726 <i>Mean Scale</i>	2023 >733 <i>Mean Scale</i>	2024 >740 <i>Mean Scale</i>	2025 >747 <i>Mean Scale</i>

<i>Meets- >740</i>			GREEN	GREEN
Academic Growth <i>Improve Median Growth Percentiles (MGP) Score</i> <i>Meets- >50</i>	2022 35 MGP	2023 >43 MGP	2024 >51 MGP GREEN	2025 >58 MGP GREEN
CMAS- Mathematics				
Academic Achievement <i>Improve Mean Scale Score</i> <i>Meets- >740</i>	2022 715.2 <i>Mean Scale</i>	2023 >727 <i>Mean Scale</i>	2024 >735 <i>Mean Scale</i> GREEN	2025 >742 <i>Mean Scale</i> GREEN
Academic Growth <i>Improve Median Growth Percentiles (MGP) Score</i> <i>Meets- >50</i>	2022 >47 MGP	2023 >55 MGP GREEN	2024 >60 MGP GREEN	2025 >65 MGP BLUE
Attendance	2022 84.5%	2023 87%	2024 90%	2025 93%

Innovation Plan Onboarding

a. Describe how new teacher and other staff hires will be supported to understand what innovation status is and how it supports your school.

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 Bear Valley 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 Bear Valley mid-year hires will receive information in their interview and in their offer letter as well as a meeting with the New Teacher Ambassador.

b. Describe how new leader hires will be supported to understand what innovation status is and how it affects their management of the school.

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 Bear Valley school community.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
CALENDAR		
Calendar	<p><i>Describe which calendar flexibilities your educational program requires and provide rationale in support of those flexibilities.</i></p> <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. 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>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of "School Year" ● Article 8-1-1 - 8-1-5: Contract Year <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(n)(I): Schedule and Calendar ● 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact ● 22-32-109 (1)(n)(II)(B): School Calendar ● 22-33-102(1) Definition of

	<p>The current BVIS 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. To allow for BVIS specific professional development, some changes to the dates of non-student contact days may be made to the BVIS 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.</p> <ul style="list-style-type: none"> • 186 total teacher contract days • 10.5 Professional Development days (4.5 self directed teacher planning, 1 equity focused PD, other days decided by BVIS) • Planned Bear Valley Specific Professional Development Day as approved by the district • 1 parent teacher conference day (can be flexed to 2 after school time slots with compensation day of equivalent hours) • School calendar will be posted by May 1st for the following year. • 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 BVIS continues to exceed state and district requirements. <p>Bear Valley Academy: Gradual start for all grades providing a strong start for student culture, introduce 6th graders and new students to the BV way, get to know classes/teachers/peers to increase success academically and uphold schoolwide expectations. 23-24 unique calendar planning</p>	<p>"Academic Year"</p>
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SCHEDULE / PROFESSIONAL STANDARDS

<p>Schedule/ Professional Standards</p>	<p><i>Describe which schedule flexibilities your educational program requires and provide rationale in support of those flexibilities.</i></p> <p><i>Some examples of schedule flexibilities include:</i></p> <ul style="list-style-type: none"> • <i>Extending the workweek beyond 40 hours;</i> • <i>Changes to weekly teacher planning minutes;</i> • <i>Any changes to teacher class size or course load.</i> <p>The teacher workweek will still total 40 hours but may not be evenly distributed between school days. Bear Valley may utilize an early start or late release for teachers to allow for full staff or</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8-2 - 8-10: Professional Standards <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I): Schedule and Calendar • 22-32-109 (1)(n)(II)(A): Actual Hours of
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	<p>other meetings during the week. This schedule will be presented and approved by SLT each year.</p> <p>Class size is determined by the school leader with consultation from SLT. BVIS strives to have smaller class sizes of 25-30 students, with a <u>maximum</u> size of 32 students.</p> <p>If class sizes exceed 32 students, all possible measures will be taken to attempt to support the teacher by providing them additional support such as an adult, teacher or paraprofessional during that class. In the situation that this is not possible, the teacher will receive extra duty pay to compensate them for the additional students over 32 as outlined in the Compensation Philosophy added to their roster.</p> <p>Teachers may be assigned non-teaching duties, as necessary, to implement the innovation plan. 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>Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC & SLT will make decisions as described in the innovation plan.</p> <ul style="list-style-type: none"> ● The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. ● The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. <p>8-1-1 Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer academy for students who are not yet achieving at grade level. 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>	<p>Teacher-Pupil Instruction and Contact</p> <ul style="list-style-type: none"> ● 22-32-109 (1)(n)(II)(B): School Calendar ● 22-33-102(1) Definition of "Academic Year"
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	<ul style="list-style-type: none"> ● 8-3: Teachers will be given a minimum of 345 minutes per week or 40 uninterrupted minutes per day, and may receive additional directed common planning time. ● 8-5: Class size is determined by the school leader with consultation from SLT. BVIS strives to have smaller class sizes of 25-30 students, with a <u>maximum</u> size of 32 students. <ul style="list-style-type: none"> ○ If class sizes exceed 32 students, all possible measures will be taken to attempt to support the teacher by providing them additional support such as an adult, teacher or paraprofessional during that class. In the situation that this is not possible, the teacher will receive extra duty pay to compensate them for the additional students over 32 added to their roster. ● 8-8: The School's teachers will be responsible for lesson plans for the first 5 days of any absence. 	
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EXTRA DUTY COMPENSATION

<p>Extra Duty Compensation</p>	<p><i>Describe how staff will be compensated for extra time worked or additional responsibilities/activities through a compensation philosophy, including an overview of how the school will handle that compensation process (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?)</i></p> <p>Bear Valley International School (BVIS) 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>BVIS 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 Bear Valley 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>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> ● DCTA - Article 28: Extra Duty Compensation ● DFPNSE - Article 19: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
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	<p>BVIS 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>BVIS will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p>	
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CURRICULUM AND ASSESSMENT

<p>Curriculum and Assessment</p>	<p><i>Describe the process your school will use to select curriculum and assessments. How will you monitor these materials to ensure its ongoing effectiveness and cultural sustainability?</i></p> <p>Bear Valley 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, Bear Valley will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Bear Valley will undergo an internal approval process between administration and 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 curriculum:</p> <table border="1" data-bbox="342 1136 1218 1906"> <thead> <tr> <th data-bbox="342 1136 545 1236">Curriculum Subject</th> <th data-bbox="545 1136 1218 1236">Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 1236 545 1806">Language Arts</td> <td data-bbox="545 1236 1218 1806">Expeditionary learning 1.0/2.0 has been selected as the core Language Arts curriculum. These curricular materials offer richly diverse text which can be scaffolded for all levels of learners. Engage NY 6-8 grade English Language Arts (ELA) materials include 4 modules that focus on reading, writing, listening, and speaking in response to high-quality texts. These modules are supported by DPS. Based on Bear Valley's innovation plan, teachers have flexibility to change or adapt their core texts and modules to meet the needs of students and to ensure each module is culturally sustainable and engaging.</td> </tr> <tr> <td data-bbox="342 1806 545 1906">Math</td> <td data-bbox="545 1806 1218 1906">Open Up has been selected by Bear Valley (in 2018-2019) as the core Math curriculum. This</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Language Arts	Expeditionary learning 1.0/2.0 has been selected as the core Language Arts curriculum. These curricular materials offer richly diverse text which can be scaffolded for all levels of learners. Engage NY 6-8 grade English Language Arts (ELA) materials include 4 modules that focus on reading, writing, listening, and speaking in response to high-quality texts. These modules are supported by DPS. Based on Bear Valley's innovation plan, teachers have flexibility to change or adapt their core texts and modules to meet the needs of students and to ensure each module is culturally sustainable and engaging.	Math	Open Up has been selected by Bear Valley (in 2018-2019) as the core Math curriculum. This	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
Curriculum Subject	Commercial Program Name							
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Math	Open Up has been selected by Bear Valley (in 2018-2019) as the core Math curriculum. This							

	<p>curriculum is a comprehensive mathematics program intended for U.S. students in grades 6-8. This curriculum was selected based on the needs of our students and our unique population of learners.</p>	
Science	<p>The DPS Science curriculum (AMplify) uses activities that focus on the search for knowledge or understanding to satisfy a curiosity. Structured and facilitated discussions based on shared understanding of rules of scientific discourse enhance our science disciplinary literacy (e.g., justifying understandings, basing arguments on data, critically assessing the explanation of peers). Both aspects of understanding—explaining and representing—are required to meet standards and prepare our students for the technological world they will enter. Science activities focus on the following main ideas:</p> <ul style="list-style-type: none"> ● Scientific Thinking ● Scientific Tools and Technologies ● Scientific Communication ● Scientific Investigation 	
Social Studies	<p>Bear Valley aligns with the DPS chosen curriculum for social studies. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good. Our moral imperative as educators is to see all children as precious and recognize that they will inherit a world of baffling complexity. Our responsibility is to respect and support the dignity of the individual, the health of the community, and the common good of all. This responsibility demands that we teach our students to recognize and respect the diversity that exists within the community.</p>	
Arts	<p>All BVIS students receive quality arts instruction that supports holistic thinking and actions. BVIS 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. 	

	<ul style="list-style-type: none"> • 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. 	
World Language	<p>Communication is at the core of language acquisition. Acquiring a language broadens learners' comprehension of the world and its varied cultures and allows students to engage in multilingual communities, both socially and professionally. While fluency demands many years of study, practice, and exposure, second language acquisition contributes to improved achievement across the curriculum. Most students at BVIS will take Spanish or Spanish for Heritage Speakers in 6th, 7th and 8th grades. Students will also receive either English language development or Spanish language development based on language proficiency and ACCESS scores.</p>	
Social Emotional Learning and College and Career Readiness	<p>Through culturally responsive social emotional programming, Bear Valley scholars will be empowered to capitalize on their strengths and resilience to grow and achieve as learners and compassionate members of the global community. These skills will equip students with tools and strategies to overcome challenges in their lives, as well as excel in rigorous academic settings due to developing and fostering their resiliency and problem solving skills.</p> <p>Daily, learning communities dedicate their time toward social emotional learning through evidenced based curriculum, responsive lessons written by school staff and community serviced focused lessons. BVIS will integrate meaningful pieces of DPS provided curriculum. During this dedicated time, students build connections with peers and teachers and develop CASEL aligned skills.</p>	
Design	<p>Based on available funding, BVIS students will have the opportunity to receive innovative</p>	

design instruction through Woodshop or a STEM Lab. Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centered and focuses on the needs, wants and limitations of the end user. The use of well-established design principles and processes increases the probability that a design will be successful. To do this, designers use a wide variety of principles which, taken together, make up what is known as the design cycle.

Provide the current selections for assessments:

Assessment Subject	Assessment Type
iReady	Reading Comprehension Assessment & READ Act Compliance
District Interim #1-2 Assessments	Math & Literacy
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 the CCSS (Colorado Common Core State Standards) and CAS (Colorado Academic Standards). The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. 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 must be approved through an internal process with ILT.

	<p>BVIS is committed to putting students first and making decisions that support the development of the whole child. Administration and Instructional Leadership Team will work in collaboration to determine the timing and administration of district assessments per curricular choices.</p> <p>As a school by the community, for the community, Bear Valley scholars 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 scholars have the opportunities to learn how to be caring and productive members of society.</p> <p>Curriculum Development and Scope/Sequence</p> <p>BVIS will use existing DPS instructional materials and scope and sequence documents. However, teachers are encouraged and empowered to make adaptations and modifications to personalize student learning and ensure learning is rigorous, while also meeting student needs. Teachers will engage in data driven processes and co-plan with a variety of teams to ensure their 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>	
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PROFESSIONAL LEARNING

<p>Professional Learning</p>	<p><i>Describe how your school will determine whether you will opt out of district professional development that is not aligned to your school's mission and vision. How will you ensure this professional learning is high quality and continues the professional growth of all teachers?</i></p> <p>To support being a community driven school, Bear Valley may host our own professional learning days rather than attend district scheduled professional learning. Bear Valley will provide professional learning opportunities to help guide staff in the long term development of these mindsets and competencies. BVIS will provide annual required professional development in addition to district required PD related to, but not limited to:</p> <ul style="list-style-type: none"> ● Restorative Justice and 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 Bear Valley Staff Induction Program ● Trauma Informed Practices ● Social Emotional Learning Practices 	<p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; ● 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
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	<p>If district professional learning covers topics related to teacher specific learning cycles or areas of growth, staff may be asked to attend those sessions.</p> <p>Additionally, we will implement up to 5 additional professional learning days throughout the school year, as it aligns with instructional hour requirements. These days will be scheduled as a part of calendar development.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance.</p> <p>As an Innovation school, BVIS has the authority to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>SLT will organize the schedule of all PD days while being aware of planning needs or outside Professional Development. The upcoming year's outlined PD schedules will be provided on the teacher's first contract day.</p> <p>Bear Valley'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. If a Bear Valley staff member would like to propose a Professional Development session, they can present a formal proposal to SLT for approval with time needs and overall objectives. A more detailed agenda needs to be provided to SLT within 2-4 weeks prior to the session.</p>	
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SUPPLEMENTAL AND ENRICHMENT PROGRAMMING

<p>Supplemental and Enrichment Programming</p>	<p><i>Some schools use innovation status to hire supplemental and enrichment educators that do not hold a teacher's license. If your school will seek this flexibility, describe how your school will design supplemental and enrichment programming and the benefits of this programming for students¹.</i></p> <p>To support culturally sustaining and community needs, Bear Valley 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: gardening, woodshop, leadership)</p> <p>Bear Valley will identify when hiring supplemental and enrichment educators without a teaching license would best support our school community by seeking competent</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel; • 22-63-402. Disbursements
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¹ This programming may not include core subjects, which consist of the following: Language Arts; Math; Science; Foreign language; Social Studies [Civics, Government, History, Geography, Economics]; and Arts

	<p>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, including special education licensure requirements.</p> <p>Extra-curricular and Enrichment Activities BVIS will offer extra-curricular and enrichment activities during and after school. The School Operations Manager and 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. 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. BVIS will participate in DPS middle school athletics including:</p> <ul style="list-style-type: none"> ● Girls: Softball, Cross Country, Soccer, Volleyball, Basketball, Floor Hockey ● Boys: Baseball, Soccer, Flag Football, Cross Country, Basketball, Floor Hockey ● Denver Futures Programs ● Performing Arts Programs <p>In addition to electives in visual & performing arts, design & technology, and physical education, BVIS 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 scholarships available to those who qualify. Programs offered during the extended school day are paid for by reallocating resources and 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; BVIS manages private funding through flexibilities available under Innovation.</p>	
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Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
RECRUITMENT		
Recruitment	<p><i>Describe how flexibility related to hiring timelines and committees will support your school. How will this flexibility be leveraged to support equitable hiring practices?</i></p> <p><i>If your school would be best supported by the flexibility to fill summer school positions with your own staff, please provide rationale to support this flexibility.</i></p> <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 or his designee 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>BVIS 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, BVIS 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. ● In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p>Personnel Committee The school leader and personnel committee shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The personnel committee supports the hiring process, including being part of the interview team. Personnel Committee decisions are made by</p>	<p>District Policy:</p> <ul style="list-style-type: none"> ● GDF/GCF: Staff Recruitment/Hiring <p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 13-7 Hiring timelines ● Article 13-8 Personnel Committee ●

	<p>consensus when possible. Should the Personnel Committee fail to reach consensus, the school leader shall cast the deciding vote. During school breaks, the school leader can fill positions however, must first attempt to consult the Personnel Committee (PC).</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>	
Reduction in Building Procedure	<p><i>Describe the process through which your school will make RIBS decisions if necessary.</i></p> <p>The school will use the RIBS process as described in article 13-10 of the DCTA contract.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> 13-10 Reduction in Building Staff (RIBS)

Section III: School Management and Leadership

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
SCHOOL LEADER TRAINING AND DEVELOPMENT		
School Leader Training and Development	<p><i>Will your school seek autonomies related to principal training and development? If so, provide rationale for how district training will be replaced as these new trainings pertain to your school's educational programming.</i></p> <p>Bear Valley's principal will participate in district training.</p> <p>The principal will meet with their Principal Supervisor when necessary to make decisions about coaching and professional learning and will still complete all training related to health, safety, and other legal compliance (such as special education and MLE).</p>	<p>State Statute:</p> <ul style="list-style-type: none"> 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

Section IV: Governance and Budget Flexibilities

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers

SCHOOL COMMITTEES

School Committees

Describe how stakeholders will be involved in decision making through your school's CSC. How will decisions by these groups be made? How will members of these groups be selected?

CSC Collaborative School Committee (2 year

terms):

Members:

- A minimum of 4 parents or legal guardians of students who are currently enrolled at BVIS
- A minimum of 3 teachers who provide instruction at BVIS
- The principal
- A minimum of 1 non teaching staff member
- A minimum of 1 community member
- A minimum 1 adult member of an organization of parents, teachers and students recognized by the school if applicable

Brief Overview of Responsibilities:

- Work in collaboration to make decisions
- Provide guidance, evaluation, and recommendations to the principal and Superintendent about:
 - Spending priorities of school's moneys
 - Preparation of a school's United Improvement Plan
 - Preparation of a school priority improvement or turnaround plan, if required
- Discuss whether school leadership, personnel, and infrastructure are advancing or impeding 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
- Preparation of principal development plans for the principal as it related to the CSC
- Provision of input for principal evaluations as it related to the CSC

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:

- 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.
- Assisting the school district in implementing at the school the parent engagement policy

District Policy:

- BDF-R4 Collaborative School Committee

CBA:

- Article 5-5: School Leadership Team

State Statute:

- 22-32-126: Employment and Authority of Principals

- Assisting school personnel 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

SLT (School Leadership Team)

Member Breakdown:

- Principal
- DCTA Representative
- Teacher appointed by the principal
- ILT elected representative (could simultaneously hold a grade level elected seat as listed below)
- Elected seats (via DCTA processes, held by DCTA rep anonymously)
 - 6th grade representative
 - 7th grade representative
 - 8th grade representative
 - IA representative
 - Mental Health representative
 - SPED representative
 - RCT representative

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.

Brief Overview of Responsibilities:

- Strive to make decisions by consensus. Consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.
 - If consensus cant be reached then IS will be contacted by the principal, association rep, or an SLT member. IS will consult with the association
- Student Schedule
- School Based Educator Schedule
- Parent Teacher Conferences
- School-Sponsored Events
- 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 obligations in scheduling this time
- 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)
- Contingency plans for lack of substitute teachers in order to assure equitable impact and implementation

- Heat Related closures or early release
- 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
- Collaborate to identify strategies for increasing enrollment at the school
- Collaborate to develop communication strategies for regularly reporting student progress to parents/ families
- Collaborate to implement best instructional practices
- Plan to identify and reduce non- essential work requirements
- Collaborate on the school- wide learning cycles and observation cycles for the year (LEAP/ also timelines for ILT)
- 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
- 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
- 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
- Approve up to three evening events per school year
- 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
- Lead and facilitate a biannual (January, May) update delivered to CSC and staff on the school's progress toward the innovation plan goals and current alignment with the innovation plan
- RCT initiatives and/or policy changes will be brought to SLT for discussion and approval via vote

Meetings:

- Communicate agendas and establish norms for collaborative meetings
- Post meeting agenda and minutes where staff has access such as Google Drive
- Communicate when meetings are scheduled
- Only elected educators, the principal or designee, and teacher appointed by the principal can vote

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.

ILT (*Instructional Leadership Team*)

Member Breakdown:

- Principal
- AP's and other instructional school leaders
- Teachers leaders (STL's)
- All members responsible for evaluations are required to be LEAP trained
- Team Specialists

Brief Overview of Responsibilities:

- Must bring ideas to the SLT. SLT may alter, change, and/ or approve plans
- Gather and analyze teacher and student academic data
- Assist to develop and monitor strategic plans and priorities
- Set vision for and maintain school culture through the lens of instruction
- Assist to create curriculum and assessment strategies
- Assist to build and practice instructional leadership skills
- Help plan and facilitate professional learning
- ILT will act as a sub committee, they can bring plans but SLT needs to look over them and approve them

Parent Teacher Student Organization

The BVIS PTSO will support the school culture by hosting community activities, fundraisers, school events and any other events that parents/guardians choose to support that align with school-wide goals and build school community.

Teacher Leaders:

- **Teacher Team Leads/ Senior Team Leads:** These individuals teach part time and coach part time. These S/TL 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).
- **Grade Level Teacher 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 (outside of contract hours) to ensure all grade level team meetings are aligned each week*

School Governance

BVIS is an Innovation school, and the BVIS Principal reports to a District Collaborate Director and the Director of Operational Services.. BVIS parents/guardians, teachers and community members are active participants in the school's governance structure through the 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 BVIS 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 BVIS. Prior to undergoing the candidate selection process, district support shall spend time at BVIS 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 BVIS 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 BVIS 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

	<p>the CSC and ILT to work with the District to identify additional principal candidates.</p> <p>a. <u>Rationale</u>: It is of utmost importance for Bear Valley 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 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>b. <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 Bear Valley does not lose access to a candidate from within the building through a weeding process that does not involve the community.</p>	
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BUDGETING ON ACTUAL TEACHER SALARIES

<p>Budgeting on Actual Teacher Salaries</p>	<p><i>Does your school currently, or do you seek to, budget on actual teacher salaries rather than district average teacher salaries or vice versa?</i></p> <p>BVIS currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows BVIS to spend any additional budget on resources, including additional staff, to support student learning and wellbeing.</p> <p>BVIS 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>	<p>No Associated Waivers</p>
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BUDGETING WAIVERS

<p>School Sponsorships</p>	<p>KHBA: Sponsorship Programs - Governance & Budget</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> <ol style="list-style-type: none"> 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). 	<p>District Policy:</p> <ul style="list-style-type: none"> • KHBA - Sponsorship Programs
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Section V: Innovative Practices Outside of Waivers (Optional)

Please note: While the sharing of innovative practices is critical for collaboration between innovation schools to disseminate best practices, these innovative practices follow all state, district, and DCTA CBA policies. As such, these practices are subject to change throughout the term of this innovation plan.

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	<p>Describe any school-specific innovative practices below. For each innovative practice, please include the rationale for using this practice as well as the benefits your school has seen with these practices in place (consider the information you can provide that would help another school leader decide if a practice like this might benefit their school community).</p>

2. Restorative Practices Structures

- a. PASS Class: Positive Alternative to School Suspension. As an alternative to in school suspension, students will work 1:1 or in small groups (depending on the incident) to
 - i. Healing-centered, restorative intervention for Tiers 2-4 on the Discipline Matrix
 - ii. Supportive, structured environment created to meet academic, social, emotional, and behavioral needs of students
 - iii. Program that aims to identify the cause behind behaviors
 - iv. Increase physical, emotional, and intellectual safety
 - v. Reduce misbehaviors and school suspensions
 - vi. Repair harm
 - vii. Renew relationships
 - viii. Restore school community
- b. Rationale: Aligned with DPS Values, this program places a priority on how students are treated in the face of behavior issues. It ensures staff utilize restorative mindsets and practices to help students learn how to take accountability, to learn from their mistakes, and heal relationships in the community.
- c. 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. The first year's implementation of PASS class in Bear Valley has resulted in a reduction of OSS instances and an overall reduction in recidivism of suspendable offenses.

3. Restorative PD (1 day minimum)

- a. Teachers and non-certified staff will have access to Restorative Justice training including
 - i. RP 101 modules
 - ii. Restorative conversations
- b. Rationale: PD offered via support of the district, community partners and BVIS professionals to support developing restorative mindsets among teachers and staff, build capacity for teachers to use restorative work in classrooms and reduce the impact of harm in the building.
- c. Benefits: School culture Providing RJP professional development has a direct connection to building a positive school culture where all members are able to feel secure and seen. Trained staff will have skills to approach transgressions and/or troubled students from a restorative rather than punitive mindset, prioritizing relationships, justice, and community rather than seeking punishment.

4. Instructional & Interim Analysis PD (at least 2 days)

- a. Dedicated time for interim analysis
- b. Rationale: 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.

- c. 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.

5. Anti-Racist PD

- a. Quarterly Anti-Racist Book Club (PDU opportunity)
- b. Rationale: The implementation of year-round Anti-Racist professional development demonstrates a school wide commitment to developing Anti-Racist mindsets and providing opportunities to deconstruct biases. Building this learning opportunity into a PDU will place further weight behind the level of investment from all parties.
- c. Benefits: Without actively and personally engaging in Anti-Racist work, school staff and teachers are not able to fully embrace principles of equity and dismantling racist systems which have been placed in our schools for centuries. Bear Valley believes that to truly provide students with access to an equitable, affirming, and antiracist education we must hold staff and teachers accountable with a commitment to ongoing critical self-reflection, lifetime learning, and improvement.

6. LGBTQ+ Affirming PD

- a. Annual PD sessions offered via support of district, Bear Valley Equity Team, and/or community partners to support developing culturally sustaining curriculum and competence surrounding the LGBTQ+ community and identities
- b. Rationale: Providing Professional Development to staff for them to create more inclusive and affirming curriculum and to gain more competence surrounding LGBTQ+ culture. Colorado state law requires a social studies curriculum to students in grades K-12 and teachers cannot provide instruction on cultures they do not know about themselves. LGBTQ+ affirming learning opportunities also align with Bear Valley's commitment to equity and Anti-Racism so that staff have the chance to deconstruct biases and areas of cultural ignorance and to better support LGBTQ+ students of color who experience additional intersections of discrimination and harassment.
- c. Benefits: Studies have found that schools with LGBTQ+ affirming environments and inclusive curriculum result in LGBTQ+ students report less bullying and teasing as well as feeling more welcome and seen. Reports of less instances of victimization also tie to a lower rate of LGBTQ+ suicidal ideation and attempts. Accurate and inclusive curriculum not only affirms LGBTQ+ students, but also give non-LGBTQ+ students

clear information about the community and world around them and help prepare all young people to navigate and contribute in an affirming way to our multicultural society.

7. Service Planning Time

- a. Service Projects (8th grade)
- b. Community Beautification & Partnerships for all grade levels
- c. Rationale: As a school focused on the values imparted as being a part of a community and valuing a positive school community, acts of service are an integral part of our values to demonstrate that partnership. Requiring students to progressively invest in more service partnerships and projects allows them to gain experience and access to leadership opportunities over time. Service project experience can also provide an advantage to students as they enter into high school and apply to colleges down the road.
- d. Benefits: Service provides students with an opportunity to apply what they learn in school to real life scenarios. It also bolsters efforts of social-emotional learning as students are able to gain more patience, empathy, and overall social awareness as they see the impact their service has on the school and local communities.

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year](#)

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](#)
- [22-32-109 \(1\)\(n\)\(II\)\(B\): School Calendar](#)
- [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 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 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 Instructional Superintendent. 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.

Schedule

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-2 - 8-10: Professional Standards](#)

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. 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).

Extra Duty Compensation

DPS CBAs:

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)

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. 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](#)
- [Section 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 policy on curriculum and assessment 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 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](#)
- [Section 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 Instructional Superintendent 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 trainings required for health, safety, 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 and/or administrators 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. 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

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 and personnel committee shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The personnel committee supports the hiring process, including being part of the interview team. Personnel Committee decisions are made by consensus when possible. Should the Personnel Committee fail to reach consensus, the school leader shall cast the deciding vote. During school breaks, the school leader can fill positions however, must first attempt to consult the Personnel Committee (PC).

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.

Reduction in Building Procedure

DCTA CBA:

- [13-10 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC, will follow the RIB process as outlined in Article 13-10.

School Leader Training and Development

State Statute:

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal 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 Principal's PD and coaching schedule, the principal manager will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

District Policy:

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

CBA:

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

State Statute:

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

The School will utilize innovation status to modify the School Leadership Team and Collaborative School Committee, as described in the innovation plan. The CSC will comply with State Law on School Accountability Committees (summarized below).

CSC Collaborative School Committee (2 year terms):

Members:

- A minimum of 4 parents or legal guardians of students who are currently enrolled at BVIS
- A minimum of 3 teachers who provide instruction at BVIS
- The principal
- A minimum of 1 non teaching staff member
- A minimum of 1 community member
- A minimum 1 adult member of an organization of parents, teachers and students recognized by

the school if applicable

Brief Overview of Responsibilities:

- Work in collaboration to make decisions
 - Provide guidance, evaluation, and recommendations to the principal and Superintendent about:
 - Spending priorities of school's moneys
 - Preparation of a school's United Improvement Plan
 - Preparation of a school priority improvement or turnaround plan, if required
 - Discuss whether school leadership, personnel, and infrastructure are advancing or impeding 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
 - Preparation of principal development plans for the principal as it related to the CSC
 - Provision of input for principal evaluations as it related to the CSC
- 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:
- 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.
 - Assisting the school district in implementing at the school the parent engagement policy
 - Assisting school personnel 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

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:

5. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.
6. The sponsorship will not alter any district owned resources unless permission is granted by the district.
7. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.
8. 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

Please attach any documentation of staff and community engagement conducted by the school in designing and writing the innovation plan. This could include a description and list of staff and/or community meetings held regarding innovation, materials used during these meetings or in the development of the plan, committees or teams utilized to write the innovation plan, trackers used to monitor engagement communication, or any other means by which the school engaged its community or gathered feedback on the innovation plan. When describing these engagement opportunities, please also include how many people attended and how participation was structured (i.e. open to everyone, committee with specific membership, etc.).

- [Staff Meeting](#) 1/11/2023
 - Innovation Survey
 - Open to all staff
- Grade Level Meeting Review and Comments on Current Innovation Plan 1/24/2023
 - All grade level teams met individually, reviewed the current (2019) innovation plan in individual copies via Google docs, and left comments, feedback, and questions for the innovation committee to consider in the initial draft process
- School Mission & Vision Feedback Survey February 2023
 - Google survey form
- 3/13 PD Day, Overview of Plan, protocols for reflection and feedback, feedback survey, all staff required to attend
 - Materials used: [PD Agenda](#), [PD Slide Deck](#), Overview and feedback activities, copies of community narrative, mission, vision, and draft of plan
- CSC Meetings January-March 2023
 - Full CSC attendance & open to public
- Innovation Planning Committee
 - 6:30am meetings on: February 2, 2023; February 9, 2023; February 16, 2023; February 21, 2023; February 28, 2023; March 1, 2023; March 2, 2023; March 7, 2023; March 8, 2023; March 9, 2023; March 10, 2023; March 14, 2023; March 15, 2023; March 16, 2023 March 22, 2023
 - Materials used: Draft Google doc of Innovation Plan, feedback surveys, grade level copies of 2019 Innovation Plan for feedback
 - Membership: Teresa Klava (Principal), Joy Christensen (Assistant Principal), Chris Plesko (Assistant Principal), Becca Lovvorn (6th Grade Language Arts/DCTA Rep), Katherine Easter (7th Grade Social Studies), Kelsey Alley (8th Grade Language Arts/STL), Ruthie Perez (School Counselor)