

# Bear Valley International School

## Innovation Plan Fall 2016



**School Name:** Bear Valley International School

**Location:** Henry Campus: 3005 S. Golden Way Denver, CO 80227

**Plan Contact:** Lindsay Meier, Principal

**Email:** [Lindsay\\_Meier@dpsk12.org](mailto:Lindsay_Meier@dpsk12.org)

**Phone:** 330.353.0368

## Cover Page – for Colorado Department of Education (CDE)

**Direct innovation plan questions to Kelly Rosensweet ([Rosensweet\\_k@cde.state.co.us](mailto:Rosensweet_k@cde.state.co.us))**

**Innovation School Name:** Bear Valley International School

**Location (address):** Henry Campus: 3005 S. Golden Way Denver, CO 80227

**Plan Contact (name and position):** Lindsay Meier, Principal

**Email:** [Lindsay\\_Meier@dpsk12.org](mailto:Lindsay_Meier@dpsk12.org)

**Phone:** 330.353.0368

**Please answer the following questions to help us review the innovation plan as efficiently as possible.**

Is this plan for a new school or an existing school (*circle one*)? **Existing**

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?

**Yes**

➤ If so, when was the request made and what was it for? The school requested an initial name in May 2016

Has the school been granted status as an Alternate Education Campus (AEC)? **No**

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1<sup>st</sup>.*) **No**

Is the school in Priority Improvement or Turnaround? **Yes**

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **No**

Will the school be seeking a waiver for graduation guidelines? **No**

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

## Letter from school leader

8/2/16

Dear Denver Public Schools and Colorado State Boards of Education,

It is with sincere gratitude that I present you with this Innovation plan for Bear Valley International School. For the onset, our plan for this school has truly been a beacon of hope for our school community. We have spend well over a year engaged with teachers, community members, parents/guardians, and students from our school community in developing the plan for radically improving the educational opportunities for students in the Henry Middle School community. Bear Valley fully committs to implementing this plan with fidelity and has full support of our administration, families, CSC members, and teachers and staff.

I encourage all of you to join me at Bear Valley International School as we strive as a community to ensure that we meet the needs of all students.

Sincerely,

Lindsay Meier

Principal, Bear Valley International School

# Contents

## BEAR VALLEY INTERNATIONAL SCHOOL - EXECUTIVE SUMMARY OVERVIEW

### Executive Summary Narrative

#### Section I: SCHOOL CULTURE

- [1. A. Vision and Mission Statements](#)
- [1.B Targeted Student Population](#)
- [1.C Parent/Guardian & Community Participation in Application Process](#)
- [Appendix D: Evidence of Support](#)
- [1.D School Culture & Student Engagement](#)
- [1.E Student Discipline Policy](#)
- [Appendix E: Discipline Policy](#)
- [1.F Student Recruitment & Enrollment](#)
- [1.G Student Attendance & Satisfaction](#)
- [1.H. Ongoing Parent/Guardian Involvement & Satisfaction](#)

#### Section II. LEADERSHIP

- [2.A Leadership Team Personnel](#)
- [Leadership Succession Plan](#)
- [Appendix F – Job Descriptions for all Leadership Team](#)
- [Appendix G – Resumes for all Identified Leadership Team Members](#)
- [2.B Leadership Team Coaching & Evaluation](#)
- [2.C School Personnel Structure](#)
- [Appendix H – School Organization Chart](#)
- [Appendix I – Staff Roster](#)
- [2.D Employment Policies](#)
- [Appendix J – Personnel Policies or Employee Manual](#)
- [2.E Operations - Transportation](#)
- [2.F Operations - Safety and Security](#)
- [2.G Operations – Food Services](#)

#### Section III: EDUCATION PROGRAM

- [3.A Curriculum](#)
- [3.B Scope and Sequence](#)
- [3.C Class Size](#)
- [3.D School Schedule & Calendar](#)
- [Appendix L: School Calendar](#)
- [Appendix M: Teacher and Student School Day Schedules](#)
- [3.E Progress Monitoring and Assessment](#)
- [School Performance Goals](#)
- [3.F Academic Intervention & Acceleration](#)
- [3.G Promotion and Retention](#)
- [3.H English Language Learners](#)
- [3.I Students with Disabilities](#)
- [3.J Gifted and Talented Students](#)
- [3.K Supplemental Programming](#)

#### Section IV: TEACHING

- [4.A Teacher Recruitment, Hiring & Retention](#)
- [4.B Teacher Coaching](#)
- [4.C Teacher Evaluation](#)
- [4.D Professional Development](#)
- [4.E Pedagogy](#)

#### Section V: GOVERNANCE & FINANCE

- [5.A School Governance](#)
- [5.B Budget & Policy Narrative](#)
- [5.C Facility](#)

**BEAR VALLEY INTERNATIONAL SCHOOL - EXECUTIVE SUMMARY OVERVIEW**

Name of School	Bear Valley International School
School Type	Innovation
Grade Configuration	6-8 (phasing in 1 grade per year beginning in 2016)
Model or Focus	International Baccalaureate / Middle Years Program
Region / Neighborhood	Southwest Denver at the Henry Middle School Campus
Primary Contact	Lindsay Meier <a href="mailto:Lindsay_Meier@dpsk12.org">Lindsay_Meier@dpsk12.org</a>

**Enrollment:**

GRADE	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6</b>	180	180	180	180	180
<b>7</b>		180	180	180	180
<b>8</b>			180	180	180
<b>Total # students</b>	180	360	540	540	540

**Student Demographics:**

	FRL	SPED	ELL	Hispanic	White	African American	Asian/ Pacific Islander	American Indian	Multiple Races
<b>Student Demographics</b>	87%	21%	40%	76%	10%	3%	8%	1%	2%

REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>SBB Revenue</b>	\$ -	\$ 1,132,170	\$ 2,112,416	\$ 3,087,813	\$ 3,026,959	\$ 3,029,659
<b>Turnaround Budget</b>	\$ -	\$ 200,000	\$ 100,000	\$ -	\$ -	\$ -
<b>District Start-up</b>	\$ 365,000	\$ 400,000	\$ 125,000	\$ -	\$ -	\$ -
<b>Revenue- Actual Salary</b>	\$ -	\$ 137,600	\$ 221,600	\$ 305,600	\$ 305,600	\$ 305,600
<b>TOTAL REVENUE</b>	\$ 365,000	\$ 1,869,770	\$ 2,559,016	\$ 3,393,413	\$ 3,332,559	\$ 3,335,259
<b>PART TIME &amp; HOURLY STAFFING TOTAL</b>	\$ -	\$ 95,384	\$ 95,384	\$ 95,384	\$ 95,384	\$ 95,384
ADMINISTRATIVE FULL TIME STAFF	\$ 176,207	\$ 226,607	\$ 226,607	\$ 125,807	\$ 125,807	\$ 125,807
TEACHING FULL TIME STAFF	\$ -	\$ 1,169,318	\$ 1,882,234	\$ 2,585,148	\$ 2,585,148	\$ 2,585,148
PRO-TECH FULL TIME STAFF	\$ -	\$ 65,169	\$ 65,169	\$ 108,168	\$ 108,168	\$ 150,011
CLERICAL FULL TIME STAFF	\$ 43,025	\$ 119,774	\$ 119,774	\$ 119,774	\$ 119,774	\$ 119,774
<b>FULL TIME STAFFING TOTAL</b>	\$ 219,232	\$ 1,580,868	\$ 2,293,784	\$ 2,938,897	\$ 2,938,897	\$ 2,980,740
<b>NON-SALARY BUDGET TOTAL</b>	\$ 145,768	\$ 193,518	\$ 169,848	\$ 359,132	\$ 298,278	\$ 259,135
<b>DISTRIBUTED BUDGET TOTAL</b>	\$ 365,000	\$ 1,869,770	\$ 2,559,016	\$ 3,393,413	\$ 3,332,559	\$ 3,335,259
<b>BUDGETARY SURPLUS/SHORTFALL (must balance to zero)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Through Innovation Status the School is estimated to recoup approximately \$137,600 in Y-1 growing to \$305,600 at full build by budgeting on Actual Salaries.

## Bear Valley International School need for Innovation Status

In order to be implemented effectively, the school design requires flexibilities in the following areas:

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>· To fully implement an IB model.</li> <li>· To allow the school autonomy over the education program including selecting curriculum and textbooks, unit planning, pacing guides etc.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>· To direct more PD time for teachers and administrators to effectively implement the IB program at their school, and provide targeted staff development.</li> <li>· To allow the school to determine the PD of its staff and allow teachers to refuse participation in district required PD that is not aligned with the school's priorities.</li> <li>· To allow peer evaluators or other designated evaluators to conduct staff evaluations. To allow for a minimum of one full LEAP observation and one partial.</li> <li>· To allow the principal flexibility from attending district PD.</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>· To modify the annual calendar for staff to access more intensive PD offerings and extend student learning time, to implement the school's model.</li> <li>· To set collaborative planning time; extend school day with pay.</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>· To recruit and select teachers that demonstrates characteristics of the model.</li> <li>· To recruit and make offers to applicants outside the district hiring timeline &amp; process.</li> <li>· To make Reduction in Building (RIB) decisions based on performance, professionalism, seniority.</li> <li>· To allow refusal of direct placement of teachers from the district.</li> <li>· To not require a teaching license for supplemental and enrichment instruction (not core instruction).</li> <li>· To allow the school to create unique job descriptions based on the needs of the school.</li> <li>· To allow DPS HR to remedy a grievance with representation instead of an arbitration.</li> <li>· To provide coaching and evaluation that is aligned to the model and makes use of peer observations and evaluations. To use annual contracts for all teachers, with appropriate supports to address poor performance.</li> </ul>
<b>Governance &amp; Finance</b>	<ul style="list-style-type: none"> <li>· To merge responsibilities &amp; membership of school committees into one group (CSC and SLT into one), provide CSC principal selection authority.</li> <li>· To implement a leadership model to maximize innovative leadership capacities.</li> </ul>

- To allow schools to seek financial sponsorships, create associated accounts, and seek 501C3 non-profit status.
- To determine extra compensation for extended time, additional responsibilities, incentives.
- To direct adequate resources to classroom instruction and budget on actual teacher salaries.

## Executive Summary Narrative

Context: BVIS is the replacement school for the Henry World School which is phasing out over 3 years  
 Henry World School was not meeting District SPF Expectations in any area except Math. In order to target adequate resources and design strong systems to improve school performance, BVIS invests in supporting all students with targeted supports based on the disaggregated data below. Specifically, we dedicate supports to serving our ELL, FRL, Minority students in language development. In addition we will double our efforts in supporting our students with disabilities to achieve above those in similar schools. Also, we provide additional focus on increasing student attendance, student satisfaction, and parent/guardian satisfaction. Furthermore, we build upon the initial successes made in the math program to move from meeting to exceeding expectations in growth and status. The following goals are individual one-year goals and may not reflect the 2 year combined data within the DPS SPF.

	Henry MS Historical Data			BVIS Performance Goals				Rationale for Goals
	2012	2013	2014	2016-17	2017-18	2018-19	2019-20	
<b>Student Growth Levels</b>								
OVERALL MGP	Approaching	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Exceeds	<p>With key shifts in instruction and school culture BVIS sets expectations for immediate improvements in student growth in all core areas. Through targeted supports and gap analysis we ensure that our ELL, FRL, Minority, and SPED students receive adequate targeted supports.</p> <p>Our plan builds upon the existing successes in Math and therefore materializes into a quick increase from Meeting to Exceeding expectations in this subject. In addition we see rapid progress in ACCESS MGP through targeted supports to our ELLs through our enhanced ELA-S approach.</p> <p>Also, with an emphasis on supporting students in the AN Center through strong systems and structures for support, we see early improvements in our SPED Growth Comparison data.</p>
MGP ELL	Meets	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP FRL	Approaching	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP Minority	Does Not Meet	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP Reading	Approaching	Approaching	Approaching	Meets 50 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 65 MGP	
MGP Writing	Meets	Approaching	Approaching	Meets 53 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 65 MGP	
MGP Math	Meets	Meets	Meets	Meets 68 MGP	Exceeds 74 MGP	Exceeds 78 MGP	Exceeds 78 MGP	
ACCESS MGP	Meets	Approaching	Approaching	Meets 60 MGP	Meets 64 MGP	Exceeds 65 MGP	Exceeds 65 MGP	
SPED Growth Comparison	Approaching	Does Not Meet	Does Not Meet	Meets* 74%	Meets* 74%	Meets* 74%	Meets* 74%	

### Student Proficiency Levels

Overall Status	Meets	Meets	Approaching	Meets	Meets	Meets	Exceeds	As with our goals for rapid improvements in student growth we see rapid increases in student proficiency levels. We meet expectations in all areas within one year and exceed expectations on the Overall Status component of the SPF by year-4 of the plan's implementation. Of note, we continue to improve on the existing math performance and exceed expectations immediately as part of this redesign.
P/A ELL	Does Not Meet	Does Not Meet	Approaching	Approaching 45%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A FRL	Approaching	Approaching	Approaching	Approaching 50%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A Minority	Approaching	Approaching	Approaching	Approaching 50%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A Reading	Approaching	Approaching	Does Not Meet	Approaching 45%	Meets* 55%	Meets* 65%	Meets* 75%	
P/A Writing	Meets	Approaching	Approaching	Meets* 45%	Meets* 55%	Meets* 65%	Meets* 75%	
P/A Math	Approaching	Meets	Meets	Meets* 50%	Meets* 60%	Meets* 70%	Meets* 80%	
SPED Status Comparison	Does Not Meet	Does Not Meet	Does Not Meet	Meets* 65%	Meets* 70%	Meets* 70%	Meets* 75%	

### School Culture Measures

Attendance Rate	Does Not Meet	Does Not Meet	Does Not Meet	Exceeds 95%	Exceeds 96%	Exceeds 97%	Exceeds 98%	In order to significantly improve instruction, a primary focus of our school is improving school culture as a primary tool for engaging students and families. Our intentional allocation of resources in these areas ensures that we attract and retain students and families as part of a welcoming and rigorous school environment that will propel academic success. As a result we fully intend to exceed SPF expectations immediately as part of this redesign.
Student Satisfaction	Approaching	Does Not Meet	Does Not Meet	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	
Re-Enrollment Rate	Meets	Meets	Approaching	Exceeds 95%	Exceeds 95%	Exceeds 95%	Exceeds 95%	
Parent Satisfaction	Does Not Meet	Does Not Meet	Does Not Meet	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	

\* Starred Indicators specify that "Meets Expectations" is the highest spotlight measure on this component of the DPS SPF.

While grade-level proficiency is our number one priority, student growth is our primary driver to achieve necessary proficiency levels. In practice this means that in order for many of our students to become fully proficient in core subjects we need to increase expedite their academic growth beyond one grade level per year. The CDE Adequate Growth Measure will be our guide in ensuring we are making progress toward this goal. Below is our academic growth targets that we will achieve in order to ensure that students are on-track to full-proficiency by the time they graduate from BVIS prepared for success in high school.

	Current MGP Henry MS	Adequate Growth Expectation Growth needed to reach full proficiency within three years
MS Reading	46	50



MS Writing	53	62
MS Math	56	78

In order to meet the above Adequate Growth Targets, this redesign plan was developed specifically to leverage nationally recognized best practices in school redesign.

**GROUNDING OUR PLAN IN DATA – Henry World School Root Cause Analysis (*SchoolWorks*®)**

Prior to designing this proposal, we commissioned a comprehensive evaluation of the current school by an outside organization, SchoolWorks. Findings from SchoolWorks’ Root Cause Analysis of Henry World School revealed key areas of concern that have guided this redesign plan. The four root causes identified by SchoolWorks are as follows:

**Areas of Concern Identified by SchoolWork®:**

- 1. Instruction / Teaching**
  - a. Learning time is not highly structured, nor engaging
  - b. Data is not effectively used to inform instruction
- 2. Student Opportunities to Learn**
  - a. Lack of high expectations, Lack of a safe environment
- 3. Educators’ Opportunities to Learn**
  - a. PD is not prioritized around school’s needs
  - b. Lack of a safe and trustworthy professional climate, collective responsibility
- 4. Leadership and Community**
  - a. Minimal focus on standards and data-based decisions
  - b. Limited systems to develop teachers
  - c. Lack of outreach to families and community
  - d. Lack of opportunities to develop positive relationships
- 5. IB/MYP Considerations**
  - a. IB/MYP is not prioritized, most teachers not trained and do not have IB/MYP resources
  - b. IB/MYP used primarily for behavior expectations, posters of learner profile

**GROUNDING IN DATA – Stakeholder Interviews**

Upon developing a community design team of community members, CSC/PAC members, District educational experts, neighborhood association members, students, parents/guardians we interviewed stakeholders across the spectrum of the

school community. Interviews included: Parents / Community Members (in English and Spanish), Teachers at Henry, Students in feeder schools, Student surveys of students at Henry.

The following areas of concern consistently were mentioned in Stakeholder Interviews and have informed core priorities for school turnaround in this redesign plan.

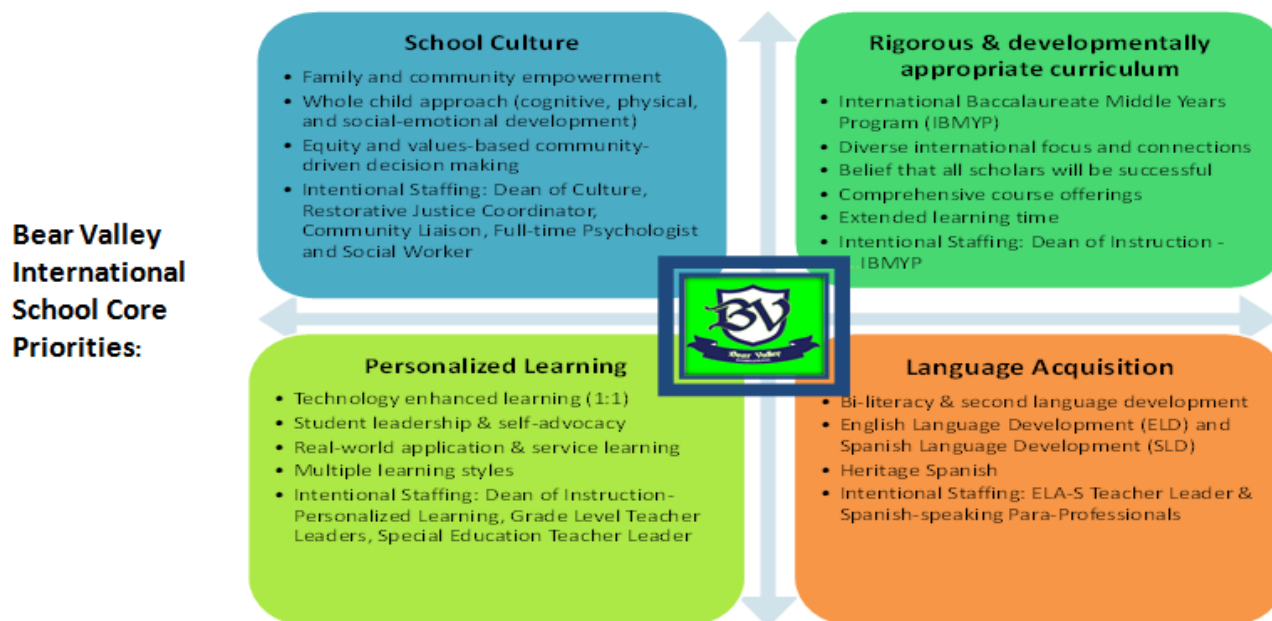
**Areas of Concern Identified in Stakeholder Interviews:**

1. Lack of focus on student safety
2. Inconsistent and ineffective disciplinary systems
3. Lack of a warm and welcoming school environment
4. Unavailable and ineffective communication from administration to teachers and parents
5. Ineffective implementation of IB/MYP strategies & academics general

Based on this data analysis the Bear Valley Community Design Team has identified Core Priorities and related actions to dramatically improve school performance. The following Core Priorities are deeply embedded throughout this redesign application:

**Bear Valley International School Core Priorities for Redesign:**

- △ School Culture
- △ Rigorous & Developmentally Appropriate Curriculum
- △ Personalized Learning
- △ Language Acquisition



**Bear Valley International School Key Actions Aligned with Turnaround Principles:  
United States Department of Education <http://www2.ed.gov/programs/sif/sigoverviewppt.pdf>**

**1: Strong leadership**

Distributive Leadership Model  
Principal, Dean of Culture, Dean of Instruction (MYP), Dean of Instruction (Personalized Learning), Operations Director, Teacher Leaders (SPED, ELA, Grade Level), Community Liaison, Restorative Justice Coordinator  
Focus on Academics and Instruction  
Observation/feedback cycles, Data Driven Instruction, Personalized Learning, IB/MYP strategies  
Focus on School Culture  
IB/MYP Strategies, School-wide systems and structures, Community Liaison (Spanish speaking), prevention and intervention program, Restorative Approaches, student leadership & mentoring

**2: Effective teachers**

Distributive Leadership (talent development / pipeline)  
Recruitment and retention of high quality teachers (incentives)  
IB/MYP professional development & extended planning and onboarding  
Observation/feedback with immediate real-time coaching

# Section I: SCHOOL CULTURE

Turnaround Principle: Safe and Healthy Students
1) Wrap Around Services (clear lines of accountability)
a. Dean of Culture
b. Restorative Approaches Coordinator
c. Full-time Mental Health staff (Psychologist & Social Worker)
2) RESPECT curriculum & daily Learning Community (Advisory)
3) Restorative approaches with effective discipline system
4) Grade Level Learning Community Meetings (Student Led)
5) Student planned monthly celebrations
Turnaround Principle: Family & Community Engagement
1) Community Liaison
2) Parent welcome center & inviting space
3) Parent education classes (IBMYP)
4) Monthly newsletter
5) Community/ Family Celebrations and Events
6) Community led school design/ Ongoing Community Advisory Committee
7) Website updated with ongoing events
8) Weekly parent/guardian coffee with teachers and administration



## 1. A. Vision and Mission Statements

**Vision:** Bear Valley International School is a pillar of academic excellence and a nationally recognized model of international education.

**Mission:** Bear Valley International School engages scholars in world-class international learning that is comprehensive, personalized, and engaging. Our scholars are knowledgeable, inquisitive,

compassionate, self-and-community advocates who are prepared for success in the 21st century global economy.

**BVIS Core Priorities:**

- Δ School Culture
- Δ Rigorous & Developmentally Appropriate Curriculum
- Δ Personalized Learning
- Δ Language Acquisition

**Connection with the International Baccalaureate® Mission:**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**1.B Targeted Student Population**

The Bear Valley International School Innovation Plan was designed with input from parents, teachers, students, and community members, to specifically address the needs of students in the Henry World Middle School boundary.



The student demographics of the current Henry World School are as follows: 87% FRL, 44% ELL (83% Spanish speakers), 80%

students of color. Of note, 53% of middle school students who live in the Henry Middle School boundary did not currently attend the school.



Bear Valley International School’s Innovation Plan is designed to: 1) better serve the students who are currently enrolling in Henry World School, 2) attract students who live within the boundary and

would not otherwise have enrolled, and 3) create a strong corridor of excellence bridging rigorous elementary, middle, and high school programs.

BVIS is intentionally designed to serve the student population in this community, providing students with a well-rounded international education at the middle level that provides personalized learning and language development opportunities and support for age-appropriate social and emotional development.

**Student Demographics:**

	FRL	SPED	ELL	Hispanic	White	African American	Asian/Pacific Islander	American Indian	Multiple Races
<b>Student Demographics</b>	87%	21%	40%	76%	10%	3%	8%	1%	2%

**ACCESS Level:**

BVIS intentionally supports English Learners through personalized ELD supports based on ACCESS Levels. As such, the ACCESS Levels of current ELL students at Henry World School are provided below and will

be used as a guide in planning individualized ELD and in class bridging supports. Specific supports and groupings will be based on actual ACCESS scores of registered/enrolled students.

No Score	ACCESS (1)	ACCESS (2)	ACCESS (3)	ACCESS (4)	ACCESS (5)	ACCESS (6)
10%	2%	9%	31%	35%	13%	1%

\* Note differentiation by ACCESS Level for ELD will also consider individual sub-scores in Listening, Speaking, Reading, Writing, Oral, Literacy, and Comprehension.

### 1.C Parent/Guardian & Community Participation in Application Process

Bear Valley International’s Innovation Plan is authentically a community designed plan. The design team consisted of input and members from: SW Denver families, school staff & CSC members, feeder elementary school students and parents, Bear Valley and Harvey Park Neighborhood Associations, DPS staff members, Padres y Jovenes Unidos members, and input from SchoolWorks and Public Impact consultants on school turnaround. Over 1,000 hours have been spent engaging the community, researching pillars for turnaround, and developing this Innovation Plan.



By revising the current enrollment at Henry World School from 720 to 450 students (150/grade) Bear Valley has attracted our targeted population and are overperscribed. Our Community Design Team engaged a multitude of community members in making key programmatic decisions. Some of the key involvement activities in the development of the BVIS plan include: meeting with feeder elementary schools, meeting individually with all teaching staff, meeting with community leaders and organizations such as Padres y Jovenes Unidos, The Bear Valley Neighborhood Association, and the CSC/PAC. The Innovation plan was truly a community-led process resulting in significant enthusiasm and excitement about the direction of this school. Below are summary data of some of the key areas in which community members and parents have formally evidenced support for Bear Valley International School.



Evidence of Community Engagement and Support for the BVIS Application:

#### Administration Approval:

On August 12, 2016 the school administration consisting of 2 members approved the innovation plan with 100% approval.

### Teacher Approval:

On August 12, 2016 the BVIS teachers voted via secret ballot to approve the innovation plan with 100% approval.

### CSC Approval:

On August 12 the school CSC/ PAC consisting of 9 members approved the innovation plan with 100% approval.

The submission of this innovation plan is the culmination of a full redesign process, which included the following key steps. The School's Planning Team included teachers, parents, and administrators who created the Innovation Plan. Upon being fully staffed and enrolled the existing teachers and parents provided additional input and revision into the final innovation plan.

Parent/Guardian (CSC) and Teacher input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from 2015-present. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available.

- **Teachers provided meaningful opportunities for input into the innovation plan.** Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during summer PD the week of August 1<sup>st</sup> and additional planning and finalization of the plan on August 12<sup>th</sup>. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: June 1<sup>st</sup>. The plan was sent again on July 31<sup>st</sup>, and staff were encouraged to provide input. *On August 12<sup>th</sup> the staff held a secret ballot vote in which 100% of staff voted to approve the innovation plan.*
- **Parents/Guardians provided input on the school plan** through the school planning team and as members of the **CSC**. The CSC and core design team included founding parents who dedicated time and energy to (writing, editing, revising the school plan) during a parent input meeting on May 31<sup>st</sup>, open feedback through communications with the school administration (Facebook, email) and at registration events on May 21<sup>st</sup>. *The CSC voted unanimously to approve this innovation plan on August 9<sup>th</sup>, 2016.*
- The School's leadership team and CSC members met regularly with parents, teachers, and community members during the innovation planning process. These meetings created connections and were opportunities to exploring the community's goals and values. Through this open community process, each of the key elements of the school design and innovation plan were vetted and developed.
- Additional support in developing this innovation plan was provided over the course of the application development process in which the principal and Community Design Team Members engaged in over **155 individual meetings, community meetings, and planning team meetings** to gather input and feedback on the school plan. Additionally, the **DPS' Southwest Community Thought Partner Group provided initial input into the school's plan during 5 Thourhg Partner meetings.**



Parents and Community Member Input: RJ Symalla, Ann Symalla, Kayla Symalla, Maureen Traylor, Ben Traylor, Megen Gilman, Miranda Mason, Aaron Mason, Jen Hight, Wendy Orr, James Ridgeway, Elena Wilken, Franklin Ridgeway, Gary Cooper, Lee Morgan, Landon Mascarenaz, Paul Arango, Leslie Arango, Cynthia Demas, Jeanette Cornier, Sherry Martin, Erin Gaskins, Sarah Masten, Calvin Masten, Jimmi Rios, Carrie Madrid, Annie Haskins, Josh Madrid, Liz Hernandez, Kate Brennan, Justin Darnel, Jennifer Alvarado, Denise Palma, Maggie Gomer, Sharolyn Wilkin, Elinor Roller, Shayley Olson, Rob Suglia, Evan Anderson, Rachel Gross, Joe Amundsen, Dori Claunch, Tina Young, Jodi Carlson, Jennifer Frick, Despina Nichitean, Debora Mandonado, Ismael Garcia, Rosemary Rodriguez, Meg Grandquist, Fidel Salazar, Morgain Sanchez, Maricruz Franco, Elodia Romero, Carmen Beltran, Ofelia Guzman

- **Meeting #1: 5/12 @ Traylor Elementary School**

During this meeting, Lindsay was introduced to the community as the named Principal BVIS. She spoke to the community about her charge to create a plan for a quality school, and asked the community to commit to supporting her and advising her throughout the process.

- **Meeting #2: 5/27 @ Sabin International School**

The Advisory Committee reconvened at Sabin International School to establish core values, and to begin drafting the mission and vision of the new school. Participants had the opportunity to discuss and vote on those values that spoke to them. Additionally, in group break-out sessions teams were able to talk about what it would look and sound like to be a scholar at the new school. We dove deeper into culture and instructional programming. We learned what type of school culture the community is looking for, as well as the qualities that make a strong academic program. It was this meeting that the community voted and unanimously identified International Baccalaureate (Middle Years Programme) as the program option and focus for the new school.

- **Meeting #3: 6/9 @ Traylor Elementary School**

The current Henry World Middle School MYP Coordinator Erin Gaskins spoke to the committee about strong International Baccalaureate programs, and what the implications were for instructional practice, culture and for teaching and learning. In break out groups, we developed our vision for a strong MYP teacher and identified the supports needed for that teacher to be successful. A second group dove into systems and structures within the MYP/IB framework that would support student success.

- **Meeting #4: 6/22 @ Traylor Elementary School**

Names and color options were presented to the community. It was during this meeting that the committee decided on the name Bear Valley International School, with the colors navy blue, lime green and gray. During this meeting, we discussed decision-making and school leadership and ways to engage and involve students, staff and community members in making larger-scale decisions regarding the school and programs. Teacher recruitment and retention strategies were discussed and identified.

- **Meeting #5: 7/7 @ Traylor Elementary School**

The SchoolWorks organizational diagnostic was reviewed by the committee. A larger group discussion revealed findings and identified lessons we could learn from this diagnostic, we well as specific areas to target and strategies to use in order to improve. The group was given a draft of the school culture and instructional practice portions of the draft plan to provide feedback.

- **Meeting #6: 7/14 @ Traylor Elementary School**

A draft student schedule was given to the committee, and feedback and suggestions were given for improving upon the student experience. Committee members had the opportunity to review potential school calendars, and to align professional development opportunities (previously identified as key elements in recruiting and retaining quality teachers). The committee also worked on planning a BBQ for the Southwest Denver community, in which we would celebrate the work done for kids, and the positive implications the new school will have on the community as a whole. We discussed ways to engage more members of the community during feeder school registration and Back to School events.

- In all, **over 1,000 hours** of time were spent between district staff, community members and students in identifying the core priorities and developing the BVIS plan

### Letters of Support from Community Members

- **54 community members and partners submitted letters of support** for Bear Valley International School evidencing strong demand for this school Innovation plan.

### Grassroots Petition Campaign

- **188 community members hand signed a petition** to show support.

### Online Petition Campaign (2 weeks of community outreach)

- **248 community members signed an official online** petition of support through change.org

### Appendix D: Evidence of Support

#### 1.D School Culture & Student Engagement

The BVIS culture supports the school's mission by providing a well-rounded education and a dynamic learning environment in which all scholars become knowledgeable, inquiring, and compassionate people who advocate for themselves and their communities.



The BVIS culture reinforces student emotional and social development by providing a safe and supportive learning environment that encourages students to challenge and advocate for themselves, persevere through difficult tasks, work together with people different than themselves, and have fun through an international education.

The BVIS culture promotes high levels of collective responsibility, trust and efficacy amongst staff, students, and families through the following rituals and routines:

#### 6<sup>th</sup> Grade Academy

A 6<sup>th</sup> Grade Academy is a mandatory week-long requirement for all incoming 6<sup>th</sup> grade students. As a part of our strong school culture, students spend ½ days for an entire week learning the BVIS Way, exploring the building and campus, practicing opening lockers and getting to know their classmates and teachers, as well as learning school-wide rituals and routines. During 6<sup>th</sup> Grade Academy, scholars are given their technology devices to better learn and become acquainted with. Scholars work with teachers to identify the appropriate use of technology, to set boundaries and to come up with working agreements. At the end of the week, these agreements are presented to parents during a 6<sup>th</sup> Grade Ice Cream Social, where 6<sup>th</sup> graders will have the opportunity to tour the building with their families, and teach them what they have learned about BVIS, and to enjoy an ice cream treat. Additionally, students and parents who have not yet been a part of an IB program will learn what it means to be an IB MYP scholar.

#### Welcoming Environment

Each morning, students are greeted and welcomed to the school by teachers and leaders. The school is bright and vibrant on the outside and inside, with clean and colorful displays of student work that represent the school values and the IB learner profile, and promote opportunities for age-appropriate positive interactions with learning, physical space, and each other. The entire staff,



but specifically the Dean of Culture, Restorative Approaches Coordinator, and Community Liaison are accountable for ensuring that every parent/guardian, staff member, and student engage in intentional and positive social interactions every day (upon arrival, throughout the school day, and at dismissal).

### **Daily Advisory and Breakfast in the Classroom**

Students begin each day in a Learning Community with a teacher who serves as a small-group mentor to students. Every student has a reason for coming to school every day and every student will have a teacher advisor who connects with them, checks in on social-emotional needs, and ensures that they are thriving and prepared for a day of learning. Teachers facilitate student culture mini-lessons around the IB Learner Profile that build student character. Students set individual goals, track their own progress through electronic portfolios, and will be able to articulate their personal learning goals, connecting those goals to future outcomes related to college, careers, and contributing to the greater community.

### **Monthly Grade Level Learning Community Meetings**

Grade level teacher leaders coordinate Learning Community meetings with student leaders every month. During these Learning Community Meetings students and staff discuss and review expectations for behavior, attendance, achievement, and growth; celebrate successes; and encourage each other to set high achievement goals through the lens of the IB framework. Teachers track student recognitions to ensure that all students and student groups are recognized for positive contributions to the school culture and greater community. The Community Liaison communicates and invite parents/guardians to each of these meetings to join in on critical conversations and celebrations of their children's learning.

### **Lunchroom Celebrations**

Lunchtime routines provide structured routines and supervision while encouraging positive interactions amongst students and between students and adults. Students and staff recognize contributions and accomplishments during lunchtime announcements, and activities are used to get students to interact with students from other peer groups. Music will be used for joyful lunchroom transitions. BVIS builds authentic relationships amongst staff and students during lunch.

- **International Perspectives Lunches:** Once a month the Dean of Instruction (MYP) coordinates a working lunch focused on international perspectives. During International Perspectives Lunch day, students hear from guest speakers from diverse backgrounds including immigrant families, refugees, politicians, and local community members. Menus for the day are coordinated with the food services manager and/or community and parent volunteers to align with the international focus for the lunch. Through these guest speakers and related conversations students develop and better understand their relationship to a larger international community.
- **Service Learning Lunches:** On a regular basis the Dean of Instruction (MYP) will coordinate with local service organizations to visit with students during their lunchtimes to share opportunities for service learning activities in which the students may engage. Organizations invited to take part in this include animal shelters, environmental organizations, service organizations that support the homeless or terminally ill, etc. Through these interactions students develop a better understanding of some of the needs within their community and receive support in becoming active participants in creating positive change.

## **Enrichments**

**In its implementation of the IBMYP, BVIS places importance on the development of the whole child.**

Therefore, as part of the international education model, BVIS offers a variety of engaging enrichment and elective classes that are based on student interests and that connect to students via different modalities - cognitive, emotional, and physical. Electives include world language, physical and health education, performing arts, visual arts, and design, woodshop, STEM, and technology as part of the curriculum for every student.

## **Technology Integration and Personalized Learning**

Students access technology and increase engagement through 1:1 technology, computer-based instruction, social networking and communication tools such as blogging and a variety of applications. Personalized learning is easily made available to students through use of technology and allows students to maintain electronic Google portfolios of personalized goals, student work, and exemplars of growth. These portfolios are reviewed on a frequent basis by students and teachers as goals are monitored and set, and are accessible to parents at any time. Students use these electronic portfolios to drive their student-led conferences in the fall and spring each year.

## **Student-Led Celebrations**

Every month a different Learning Community is selected to plan the monthly student-led celebration. During Learning Community time, students and their LC mentor will plan all aspects of the school-wide monthly celebration, which serves as an incentive for all students who reach individual academic, attendance, and behavioral goals. Students who are recognized for reaching goals share successful strategies with the rest of the school. Students collaborate as Learning Communities to plan and discuss how to include students from different backgrounds and abilities in recognitions. Students who are not eligible for participation in celebrations will receive additional academic support to obtain goals and participate in subsequent months. These celebrations will range from on-campus activities to off-campus community engagement events.

## **Student Leadership**

Student representatives participate on a student council and on the CSC/PAC led by the Dean of Culture to ensure student input on school decisions and to identify ways to increase student leadership opportunities within the school and the community. Peer mentors and scholar ambassadors provide peer to peer learning and support. Solicia Lopez is working with the school leadership team to develop the student government in partnership with the student board of education.

## **Service Learning**

In 6<sup>th</sup> and 7<sup>th</sup> grade, each Learning Community is assigned a service learning role in the school and/or community. This LC comes together to develop a plan, carry out the plan, and present their service learning project to the entire school community at an evening event. Some examples of this service learning project include: pairing up with lunchroom staff to better understand all aspects of the service they provide to the school, or collaborating with Denver Parks and Recreation to learn about the maintenance of Bates-Hobart Park (a park that sits adjacent to the campus). In 8<sup>th</sup> grade, students will plan and lead their own service learning project, present their projects at the end of the year, and

participate in the annual Southwest IB celebration with Sabin World Elementary and John F. Kennedy High School.

## **Community Events**

Frequent community events encourage students, families, community members, and staff to come together at the school to learn about programs and celebrate successes and have fun together. This may include a Taste of Bear Valley night, where families prepare cultural cuisines to sample together, while enjoying student music performances from around the world and an International Carnival, where booths showcase multi-cultural activities, games and foods. In addition, evening classes are offered to parents and community members to collaborate with students to complete a project in one of the labs (Woodshop, STEM, and Computer). The Community Liaison is instrumental in the development of these events, as well as the parent engagement involved in executing these events.

### **1.E Student Discipline Policy**

The BVIS discipline policy was developed collaboratively with the BVIS School Community with consultation from the DPS Office of Social Emotional Learning. BVIS works to establish a culture of shared accountability that sets students up for success through a school-wide Multi-Tiered System of Supports including academic interventions and a Positive Behavior Intervention and Support (PBIS). BVIS discipline is focused on student growth in development of the IB learner profile attributes - communicator, thinker, open-minded, inquirer, knowledgeable, principled, caring, risk-takers, balanced, and reflective – to learn to respect themselves, others, and the world around them.

- PBIS establishes clear expectations and frames every experience as a learning experience, thus tying student accountability to the IB/MYP Learner Profile attributes. Rigorous and engaging academic programming will be the initial prevention strategy. Disciplinary interventions will focus on keeping students in school and engaged in learning.
- The Dean of Culture oversees the PBIS program including discipline referrals, No Nonsense Nurturing and Restorative Approaches. The Dean of Culture collaborates with the Restorative Approaches Coordinator to provide teachers with professional development in these systems and practices and will provide feedback and coaching specific to implementation. The School Leadership Team monitors school culture and discipline data, including data related to discipline disproportionality, and will make adjustments to programs and practices as necessary to address concerns and increase the effectiveness of the program.

BVIS follows the DPS Discipline Policies and Matrix, but reframes discipline from a punishment to a growth orientation with opportunities for Restorative Approaches that require student ownership of their actions and acknowledgement of apology to the school community when infractions have occurred.

The focus of the BVIS discipline system is on self-regulation and holding students accountable for their own learning. Restorative conversations are facilitated by the Restorative Approaches Coordinator and are framed with a growth mindset, focused on learning from in each situation.

Teachers address Type 1 behaviors in class and record referrals and associated consequences into Infinite Campus. The Dean of Culture addresses Type 2-5 behavior referrals and records referrals and associate consequences into Infinite Campus.

Deans and all teachers are trained in No Nonsense Nurturing (NNN), and NNN systems is implemented to provide students with immediate feedback and redirection of unproductive behaviors to ensure consistent disciplinary actions across school settings.

All BVIS staff members participate in Restorative Approaches training, facilitated by the Restorative Approaches Coordinator. Restorative Approaches are used to help students and staff repair mistakes

and/or make amends with their peers and learning community. This is reinforced by discussion and debrief protocol when students makes poor decisions. The entire system focuses on students' and/or staff members' ability to self-regulate, take ownership for actions, and learn from mistakes. The *RESPECT/Risky Business Program* is a four session prevention program designed to help students: gain awareness of the roles one plays in social situations; improve ability to pay attention to peers' motives when encouraging or discouraging actions and behaviors (i.e. helping students think for themselves and deflect peer pressure); and to improve students ability to seek out adult support when troubled or worried about something. Students engage in reading and discussions about the negative impact of bullying and strategies for addressing bullying that protect individuals and promote a healthy school community. The Psychologist, Social Worker, Restorative Approaches Coordinator, Dean of Culture, Administrators and others working with students around behavioral issues will constantly be reinforcing these concepts when discussing behaviors with students. Sixth graders participate in the RESPECT program while 7<sup>th</sup> and 8<sup>th</sup> graders participate in the Risky Business Program. While the content is the same in both programs, the delivery is different. All students participate in small groups through their science class.

### **Appendix E: Discipline Policy**

## **1.F Student Recruitment & Enrollment**

The re-enrollment rate goal will be 95%, which exceeds expectations on the SPF rubric.

### **Enrollment Policies**

BVIS is a school that believes in inclusivity and is open to all students. BVIS uses the DPS SchoolChoice process, making enrollment available to all students, with priority enrollment for students within the enrollment boundary.

Documentation of demand for the school is included in the evidence of support (Appendix D).

BVIS has begun a targeted marketing campaign to make students, families, community members, and prospective teachers aware of the plans for opening the school in 2016. Specifically, the Principal, Lindsay Meier, has visited every feeder elementary and met with parents and students in each 4<sup>th</sup> grade classroom during the 2014-15 school year. Once the school is officially approved we will launch a much larger outreach campaign to recruit our founding families. The DPS Marketing Department and community members have developed preliminary marketing materials (logo, school colors, and core program element brochures) that our design team has used in generating support for this school.

### **Student Recruitment**

The Principal, with support from the Community Liaison, members of the community design team, deans and teachers execute the following student recruitment activities:

- Communications with Feeder Elementary school leaders and PTOs
- Attendance at registration of feeder elementary schools to get to know families
- Participation in back to school nights and parent teacher conferences, as appropriate
- Targeted meetings with Hispanic Spanish Speaking parents of current/future students
- Recruitment materials in all languages noted in the Consent Decree with ample resources in English, Spanish, and Vietnamese
- Develop brochures, post cards, and videos marketing the school
- Develop a social media presence on Facebook, Instagram, and Twitter
- Share information via local radio stations such as Hispanic talk radio station, *Educa*
- Work with Chalk Beat Colorado on an article describing the new school plan
- Host information nights with parent participation in presentations

- Conduct frequent coffee and conversation sessions in the community
- Door to door canvassing in the community and mailings
- Local newspapers, Bear Valley homeowners association, church communications
- Attend community events and purchase a table to share information

## 1.G Student Attendance & Satisfaction

### Student Attendance

The BVIS student attendance goal in Year 1 is 95%, increasing to 98% by Year 4, which exceeds expectations on the SPF rubric. Student attendance is promoted through the following research-based strategies:<sup>1</sup>

- 1) Clear and consistent attendance expectations and follow through
  - a) Automated calls home each time a student is absent
  - b) Expectations that students make up missed work or participate in out-of-school time tutoring
- 2) Targeted interventions for students with chronic attendance problems
  - a) Student advisor or social worker makes a call home after three absences within one trimester
  - b) Student advisor or social worker schedules a meeting with parent/family and other support agencies to establish an individual intervention and support plan
- 3) Strategies to increase engagement and participation
  - a) Family involvement
  - b) Student collaboration
  - c) Culturally responsive school culture
  - d) Advisory classes and establishing positive relationships with teachers
  - e) Personalized learning to appropriately challenge students academically
  - f) Interesting and engaging electives and enrichments
  - g) Service learning and community based activities
  - h) Incentives for attendance including participation in monthly activities
  - i) Recognition for attendance, achievement, and other goals in monthly assemblies

The attendance secretary manages the student attendance line and enters and monitors daily student attendance data. The Dean of Culture monitors attendance data weekly and reports to the leadership team. The leadership team uses this data to determine if systematic changes are needed to increase student attendance or address attendance concerns. Students who are identified with attendance concerns will have individual outreach and customized support. An entrance conference is held with 6th graders and parents about school expectations, including attendance, and parents and students sign an agreement.

### Student Satisfaction Rates

The student satisfaction goal in Year-1 is 90%, increasing to 97% by Year-4 as evidenced by positive responses on the DPS student survey, which exceeds expectations on the SPF. The Dean of Culture oversees the administration of the student satisfaction survey. The leadership team will analyze the survey data and identify strategies for increasing student satisfaction and addressing concerns.

---

<sup>1</sup> Our approach to student engagement is supported by research by The National Dropout Prevention Center Network, *Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention* by J. Smink, D.Ed. and M. S. Reimer, PhD.

## 1.H. Ongoing Parent/Guardian Involvement & Satisfaction

### Parent Satisfaction Rates

The parent satisfaction goal for Year-1 is 90% increasing to 97% by Year-4 as evidenced by positive responses on the DPS parent survey, which exceeds expectations on the SPF. The community liaison oversees the administration of the student satisfaction survey. The leadership team then analyzes the survey data and identifies strategies for increasing parent satisfaction and addressing concerns each fall based on these SPF results. In addition the school administers brief satisfaction surveys to parents/guardians quarterly to reflect on parent satisfaction and suggestions for school improvement. The PAC oversees these quarterly surveys.

### Parent Involvement

Parents are active participants in the school community at BVIS in several ways. As students transition from elementary to middle school, parent involvement often drops off largely due to lack of coordination and specific requests of parents by the school that align with the developmental needs of middle school scholars. At BVIS we deliberately staff our school with positions geared to ensure transparent and open relationships between parents/guardians and the school staff. In particular BVIS has a Community Liaison, Dean of Students, and Dean of Operations that all have responsibilities related to parent involvement and satisfaction (see job descriptions).

BVIS believes that parent involvement is critical to student success and will implement the following strategies to involve parents and families:

- Community events clearly communicated all through calendar magnet with important dates at the start of the year
- All communications in Spanish & English (and other languages, as necessary)
- Encouraging parent input and ensuring that all voices and perspectives are heard
- Involving PAC in key decisions of the school
- Creating a welcoming school environment, including a parent engagement center equipped with computers for easy access to student Google portfolios
- Frequent communications via emails & robo-calls in multiple languages
- Parent liaison to manage communications with families
- Back to school night overview of school vision, mission, values, and expectations
- Parent-teacher conferences that clearly communicate high expectations for student work and progress toward standards and individual student goals
- Parent education on curriculum, standards, assessments, and student work
- Requesting that parents volunteer in classrooms, with teacher appreciation week and to mentor new to BVIS parents in order to support the school
- School events and family nights such as student performances, student work, international cultures, and community service projects
- Intentional hiring of bilingual office staff who are readily available to assist parents and community members
- Monthly newsletter created by Community Liaison to keep parents abreast of what is happening within the school

### Principal Advisory Committee

Parents/guardians are involved in school leadership and decision-making through the Principal Advisory Committee (PAC) which is the school governance committee that replaces the CSC and SLT.

Positions assigned by the principal:

- 1 Principal
- 3 Other

Positions elected by majority vote (serving 1 year terms):

- At least 3 Teachers
- At least 4 Parents (constituting the largest group)
- At least 1 Non-Certificated Staff Member

The PAC shall have the following responsibilities:

- Meeting at least once a month
- Providing advice and recommendations to the principal regarding all responsibilities of the PAC detailed in Policy BDFR4 in addition to the following:
- Advising on the school’s annual budget
- Advising on the school’s master calendar and schedule
- Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities
- Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists)

Sub-Committees of the PAC:

**BLT- School Leadership Team** The BLT will serve as a subcommittee of the PAC

Bear Valley will have a Building Leadership Team (BLT) consisting of the principal, a teacher appointed by the principal, and a minimum of 3 teacher representatives elected via the PAC process above. The BLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire BLT, including the dissenters, will support.

**Parent Teacher Student Organization**

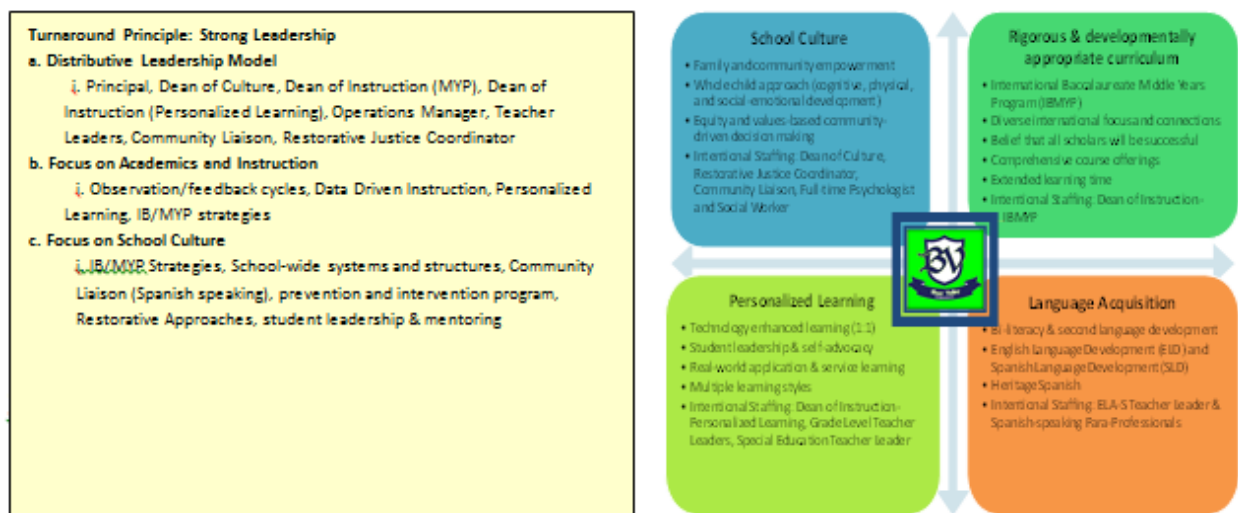
The BVIS PTSO will be a volunteer sub-committee of the PAC and will support the school culture by hosting community activities, fundraisers, coffee with the Principal, carnivals, BBQs, IB/MYP Exhibitions and Celebrations, monthly grade level Learning Community Meetings, parent education sessions, teacher appreciations days, and any other events that parents/guardians choose to support that align with school-wide goals.

**Other School Committees:**

BVIS will implement other school committees as necessary to engage teachers, parents, and community members in school decision-making and improving student achievement and school culture. Other school committees include:

- School Personnel Committee
- School Culture Committee
- Technology-Integration Committee

## Section II. LEADERSHIP



### 2.A Leadership Team Personnel

#### Principal Profile

The BVIS school leader has the following qualifications\*:

- Educational philosophy and values aligned with the school vision and mission
- Strong desire to build community
- Bilingual preferred (Spanish/English)
- Ability to serve as a pedagogical leader for the IBMYP and Personalized Learning that will support and connect staff to the appropriate curricular resources and strategies necessary for personal professional development
- Values holistic approach to middle school youth development, focus on whole-child
- Strong and approachable communication style with staff, students and community

Essential duties and responsibilities of the BVIS school leader include:

- Design and execute transformative redesign/turnaround plan
- Set and communicate a positive vision for the school
- Implement dramatic improvements in school culture and academics
- Execute essential core priorities in instruction and culture to radically improve academics and school culture
- Distribute leadership, foster growth model
- Build relationships and trust with the entire school community
- Recruit and hire strong, vision-aligned staff
- Hold leadership team and self-accountable to ambitious performance goals, aligned to redesign/turnaround plan

#### Lindsay Meier, BVIS Principal

Lindsay Meier is the Principal of Bear Valley International School. She is a highly effective bilingual educator Lindsay Meier with expertise in building strong school communities with high expectations for

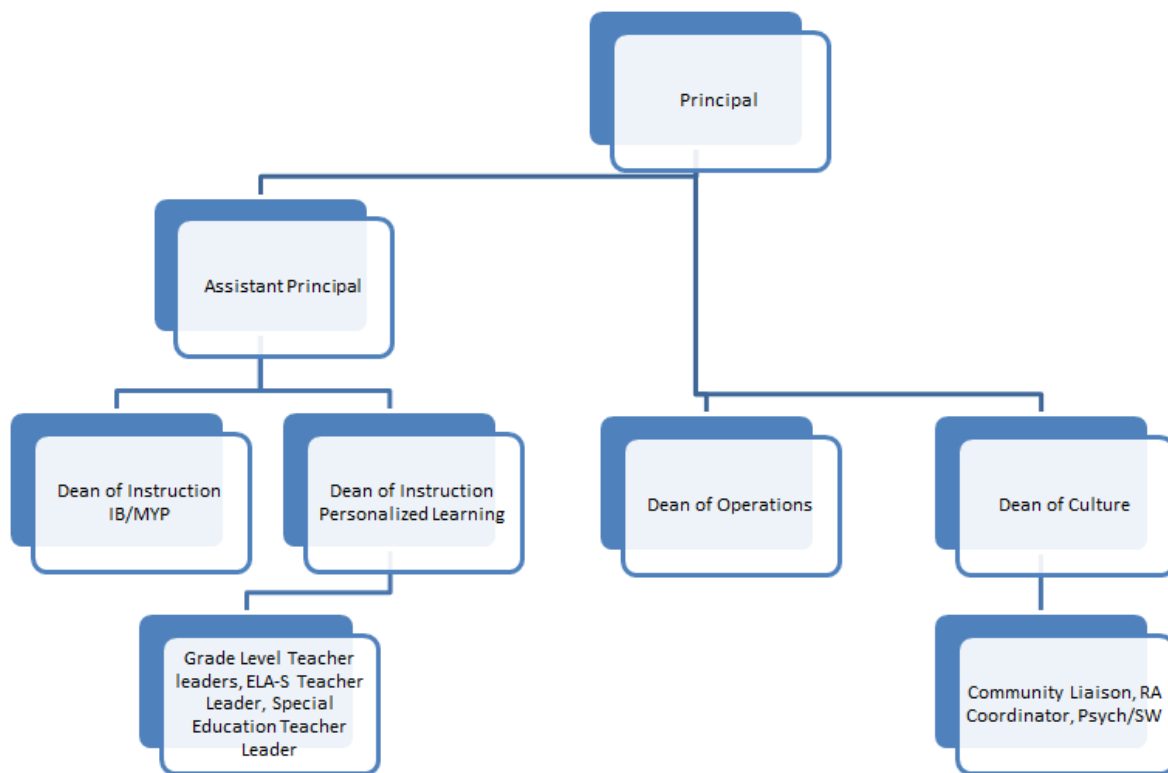


academic success. She began her leadership career in Denver Public Schools in 2009 as an Assistant Principal at Castro in the Southwest community. In 2011, Lindsay became the Assistant Principal at Skinner Middle School in northwest Denver where she served as the Resident Principal for two years, leading a significant transformation in school culture and academic performance. During her tenure at Skinner, Lindsay led the discipline team and reduced the suspension rate by 25% using Restorative Approaches, prevention and intervention strategies, and implemented data-driven behavior interventions and progress monitoring systems. Additionally, Lindsay led instructional shift focused on professional development, instructional coaching and feedback rooted in intentional conversations which resulted in double-digit increases in overall CSAP/TCAP scores. While at Skinner the school’s SPF rating climbed to “Meets Expectations” on the DPS SPF.

Lindsay is an equity champion, and is dedicated to providing a high-quality, rigorous education through data-driven conversations and strong instructional leadership for every scholar. Her ability to speak and write Spanish allows her to build meaningful relationships with her students, families and communities. She prides herself in creating sustainable systems and structures that impact student achievement. Lindsay has experience working with several center programs including D/HH, D/HH-MI, MI, AN & AN-I. A member of the IBARMS (International Baccalaureate Association of Rocky Mountain Schools), Lindsay is a trained IB Head of Schools. She has built a relationship with the IB community through site visits and additional professional development.

Her positive, energetic personality creates a culture conducive to a fun and engaging school environment for students and staff. As a K-12 experienced educator, Lindsay has demonstrated her commitment to serving all scholars and families in Southwest Denver and providing the community with a high-quality school.

**Leadership Team Roles and Responsibilities**



## Leadership Team Responsibilities

### Principal

- Supervise Assistant Principal, Dean of Operations, and Dean of Culture
- Conduct Full LEAP Observations and give feedback to teachers
- Plan and Facilitate PD
- Collaborate with Deans to lead Teacher Collaboration Time
- Support preparation for IB Accreditation Process
- Supports Dean of Culture in developing and maintaining an internal MTSS for students who need additional behavioral supports and interventions
- Supports Social Worker/Psych in maintaining an internal MTSS for students who need additional academic supports and interventions
- Oversees ISA Team and supports teachers in planning and instruction for ELL students
- Collaborate with Deans to lead Teacher Collaboration Time
  - Supports teachers in unit and lesson planning, delivery, assessment and reflection within the MYP framework, differentiation, culture and specific ELL focus

### Assistant Principal

- Supervise Deans of Instruction
- Conduct Full LEAP Observations and give feedback to teachers
- Plan and Facilitate PD
- Collaborate with Deans to lead Teacher Collaboration Time
- Support preparation for IB Accreditation Process
- Supports Dean of Culture in developing and maintaining an internal MTSS for students who need additional behavioral supports and interventions
- Supports Social Worker/Psych in maintaining an internal MTSS for students who need additional academic supports and interventions
- Oversees ISA Team and supports teachers in planning and instruction for ELL students
- Collaborate with Deans to lead Teacher Collaboration Time
  - Supports teachers in unit and lesson planning, delivery, assessment and reflection within the MYP framework, differentiation, culture and specific ELL focus

### Dean of Instruction- MYP

- Plan and Facilitate MYP PD
  - Manage and track teacher PD as relates to MYP
  - Co-planning early release MYP PD days with other MYP coordinators (i.e., McAuliffe)
- Collaborate with Principal & Deans to lead Teacher Collaboration Time
  - Supports teachers in unit and lesson planning, delivery, assessment and reflection within the MYP framework and specific ELL focus
  - Oversee student portfolio process, service hours and community project requirements
  - Collaborate with other Dean of Instruction on student electronic portfolios and requirements
- Conduct Partial and Walk Through LEAP Observations and give feedback and coaching support as related to personalized goals

- Build and maintaining relationship with feeder schools, and other coordinators to support IB continuum standards
- Acts as the official liaison between the school and the International Baccalaureate Organization
  - Prepare for IB Accreditation Process
- Maintains visual IB presence in the school building
- Collaborates with Community Liaison to plan Community opportunities (i.e. IB info nights, parent education classes, newsletter)
- Plans International Perspectives monthly lunch program

## **Dean of Instruction- Personalized Learning**

- Plan and Facilitate Personalized Learning PD
- Act as Site Assessment Leader (SAL) for all technology-based assessments
- Collaborate with Principal & Deans to lead Teacher Collaboration Time
  - Supports teachers in unit and lesson planning, delivery, assessment and reflection as relates to differentiation and specific ELL focus
  - Collaborate with other Dean of Instruction on student electronic portfolios and requirements
- Conduct Partial and Walk Through LEAP Observations and give feedback and coaching support as relate to personalized goals
- Manage all aspects of Personalized Learning Technology and devices
  - Track and monitor application fund account
  - Keep detailed records of which apps are being used, in which classes, and in what capacity
  - Maintain a relationship with the educational division of Apple
  - Maintain a relationship with DPS Educational Technology department

## **Dean of Culture**

- Plan and Facilitate Culture and Student Engagement PD
- Collaborate with Principal & Deans to lead Teacher Collaboration Time
  - Supports teachers in unit and lesson planning, delivery, assessment and reflection as relates to student engagement and strong implementation of rituals and routines and ELL focus
- Conduct Partial and Walk Through LEAP Observations and give feedback and coaching support as related to personalized goals
- Develops and maintains an internal MTSS for students who need additional behavioral supports and interventions
- Supports Learning Communities in planning and execution of monthly celebrations
- Manages database for monthly awards ceremonies, ensuring that all students are receiving positive recognition
- Supervises Social Worker/ Psychologist and Restorative Approaches Coordinator
- Responds to student referrals with appropriate disciplinary actions (following the DPS discipline matrix)
- Tracks and manages student discipline data, facilitates data-driven conversations in order to support students and a focus on academics

## **Community Liaison**

- Prepares and manages monthly newsletter
- Plans and executes frequent community events
- Manages student shadowing and visitation opportunities
- Connects students and families to resources and opportunities within the community
- Supports Dean of Culture and Learning Communities in planning and execution of monthly student celebrations

- Supports Dean of Instruction (MYP) in coordinating community service project opportunities

## Associate Dean of Culture /Restorative Approaches Coordinator

- Works closely with students to resolve conflicts in a peaceful and positive manner
- Collaborates with Dean of Culture in response to student referrals with appropriate disciplinary actions (following the DPS discipline matrix)
- Supports Dean of Culture in maintaining an internal MTSS for students who need additional behavioral supports and interventions
- Supports Learning Communities in planning and execution of monthly celebrations
- Co-Manages database for monthly awards ceremonies, ensuring that all students are receiving positive recognition
- Tracks and manages student discipline data, facilitates data-driven conversations in order to support students and a focus on academics
- \*note this position is part time PE Teacher in 2016-17

## Dean of Operations

- Manages all secretaries
- Manage Health Tech Para
- Tracks HLQ data and ensures that all communications home are in the appropriate language
- Creates a system for ongoing student registration and updating of student households
- Oversees the school budget
- Meets one on one with the Principal on a regular basis
  - Reviews the budget with the Principal
  - Completes payroll
- Maintains Principal's calendar
  - Schedules parent/ teacher meetings when necessary
- Tracks and manages all aspects of ERCM
  - Staff Training
  - Evacuation Staging Areas
  - Scheduling Drills and Maintaining Drill Logs (in conjunction with Facility Manager)
  - Updates ERCM yearly plan and submits to the district

## Psychologist

- Manages Special Education Department and supports Special Education Teachers in providing the appropriate supports for students receiving special education supports (I.e., making sure student needs are being met in accordance with their IEPs)
- Collaborates with teachers to schedule time to deliver SOS (Signs of Suicide) and RESPECT curriculum to all students in all grade levels
- Connects students and families to resources and opportunities within the community
- Meets with identified students on a regular basis
- Supports Dean of Culture in maintaining an internal MTSS for students who need additional behavioral supports and interventions
- Develops and maintains an internal MTSS for students who need additional academic supports and interventions

## Teacher Leaders:

- **ELA-S Teacher Leader (beginning in year 2)**- This individual will support teachers in appropriately programming and scaffolding instruction for English Language Learners. Using student data and work samples, ELA-S Teacher Leader will facilitate PD on best practices as aligned to WIDA standards.

- **Special Education Teacher Leader (beginning in year 2)**- This individual will support teachers in creating and implementing the appropriate accommodations and modifications for students who receive Special Education services. Using student data and work samples, Special Education Teacher Leader will facilitate PD on best practices and strategies, as they align to individual student goals.
- **Grade Level Teacher Leaders (beginning in year 2)**- 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 school leadership team. Additionally, they will facilitate weekly Collaboration using student data and work samples to drive planning and student conversations.

In order to solidify the school expectations, systems, and structures, two of the school's founding teacher leaders will loop with the founding class of students from 6<sup>th</sup> grade in 2016 to 7<sup>th</sup> grade in 2017, and two teacher leaders from 7<sup>th</sup> grade will loop to 8<sup>th</sup> grade in 2018

### **Leadership Team Hiring**

Phase 1: Candidates submit resume, references and sample instructional materials (lesson or unit plans). After reading the school plan, each candidate will submit a short response explaining why they want to teach at Bear Valley International School, through the lens of BVIS's plan and principles. All materials will be emailed to [Lindsay\\_Meier@dpsk12.org](mailto:Lindsay_Meier@dpsk12.org) and attached to a single email. All candidates are informed from the start of the process that applying to teach at Bear Valley International School represents acceptance of and support of the specific design principles outlined in the plan.

Phase 2: Candidates apply to Teach in Denver at [teachindenver.com](http://teachindenver.com) and must be admitted to the Denver Public Schools teacher pool. Note that this step must be completed before a candidate will be invited to Phase 3.

Phase 3: References will be checked for all candidates who have completed Phase 1 and Phase 2 and are under consideration for interview.

Phase 4: Candidates who meet job requirements and have passed the first screening processes will be offered in-person interviews with the Personnel Committee.\*\*

Phase 5: Candidates who are under consideration will be invited to teach a sample lesson, and/or will be observed in their current teaching position. Out of town candidates will be required to submit a sample lesson via video. Afterwards, they will have a brief reflection/debrief which will be observed by the Personnel Committee and school leaders.

Phase 6: Additional interviews at the discretion of the school leader and offers of employment to the strongest candidates.

BVIS' distributed leadership team approach is grounded in the belief that all students can and will achieve at high levels. Our Instructional and Cultural Leaders compliment and push one another to greatness by espousing our mantra, "iron sharpens iron."

Through strategic mapping of our individual skills, competencies, and dispositions we ensure that our staff receives thoughtful and competent instructional and cultural support. By creating a culture where all founding and future team members play an important leadership role, BVIS fosters a leadership

'pipeline' in which team members who desire to become future leaders are supported, mentored, and groomed for succession planning.

\*\*Personnel Committee will be comprised of community representatives, district personnel and parents for the hiring of the Deans. Once the Deans are hired, they will also serve on the Personnel Committee and have primary recruitment and hiring for the founding staff.

## **Leadership Succession Plan**

Successful implementation and sustainability of the BVIS vision and mission does not hinge on a single leader. The intent and expectation is to develop leadership skills and capacity for all staff. Distributed and shared leadership is the cornerstone of BVIS. In particular the Executive Leadership Team distributes core instructional and operational leadership skills and tasks amongst Deans. This structure ensures redundancies and maintenance of the school's historical knowledge in preparation of leadership succession. Additionally, staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff lead and participate as members of data teams, serve on or lead school committees, and facilitate professional development. In addition BVIS provides opportunities to learn/improve facilitation skills, develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. Teachers continue to grow and take on higher levels of responsibility and critical positions within the school, which leads to better teacher retention and a succession for leadership.

A recommended model for when a principal search is necessary begins with developing the list of principal knowledge, skills, and attitudes that are desired that is developed by staff as well as the with parent groups. An interview team will be selected with input from the Leadership Team and the CSC/PAC to include parents, teachers, current school administration and district leadership. Interview questions and "look fors" will be developed by the interview team, which align with the list of knowledge, skills, and attitudes. Finalists will be identified through an interview process, which may include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Final recommendation for hire will be the responsibility of the Superintendent and Board of Education. The actual model would be developed and confirmed by the current staff (once hired) and the CSC/PAC to be truly collaborative.

### ***Appendix F – Job Descriptions for all Leadership Team***

### ***Appendix G – Resumes for all Identified Leadership Team Members***

## **2.B Leadership Team Coaching & Evaluation**

The BVIS Principal receives monthly coaching and support from the Middle School Instructional Superintendent. As a turnaround school leader, the Principal receives intensive coaching and support through the DPS Year-0 Turnaround cohort including thought-partnership on effectively executing this turnaround plan with 4 other Year-0 Turnaround Principals. This PD consists of monthly cohort PD sessions throughout Year-0 focused on identifying and developing leadership competencies relevant to successful school turnaround. Along with monthly coaching from the IS, the Principal (and leadership team) will receive targeted supports in executing this plan through personalized coaching from Public Impact and from LaDawn Baity, a former DPS Principal that led a successful school turnaround at Trevista K-8.

The BVIS Principal is evaluated twice a year by an Instructional Superintendent using the DPS evaluation process which includes the LEAD Framework, of which 50% is based on student achievement data.

In addition, the BVIS Principal will receive the following school-specific leadership development:

- Executive coaching twice a month from Paula Bradley, a trained leadership coach external to the district, based on growth areas identified in a 360 assessment, and co-identified turnaround competency needs
- Relay Graduate School of Education leadership training and coaching (summer 2016)
- IBMYP leadership development, training through IB (International Baccalaureate)
- Site visits and evaluations of high performing and turnaround schools in Denver and nationally

## 2.C School Personnel Structure

The BVIS Principal provides coaching and support to the executive leadership team, based on data driven instruction and observation feedback cycles. Participation in RELAY Graduate School of Education Principal Academy will ensure a laser focus on these strategies, with Leverage Leadership and Driven by Data (Paul Bambrick-Santoyo) as the two foundations. In addition to the principal, the BVIS leadership team includes a Dean of Instruction – IBMYP, Dean of Instruction – Personalized Learning, Dean of Culture, and Dean of Operations. Each of these leaders oversee a key area of school programming. The leadership team meets weekly to monitor school progress and respond real-time to data in order to rapidly increase school performance.

Teachers are our greatest asset for improving student achievement levels. In order to retain talented teachers, Bear Valley International School provides frequent observation and feedback cycles to teachers (frequency dependent of needs identified in the coaching cycle below). Through this process teachers receive immediate feedback and opportunities to practice effective strategies with support from a Dean within the same week.

### Research-Based Observation/Feedback Coaching Model:

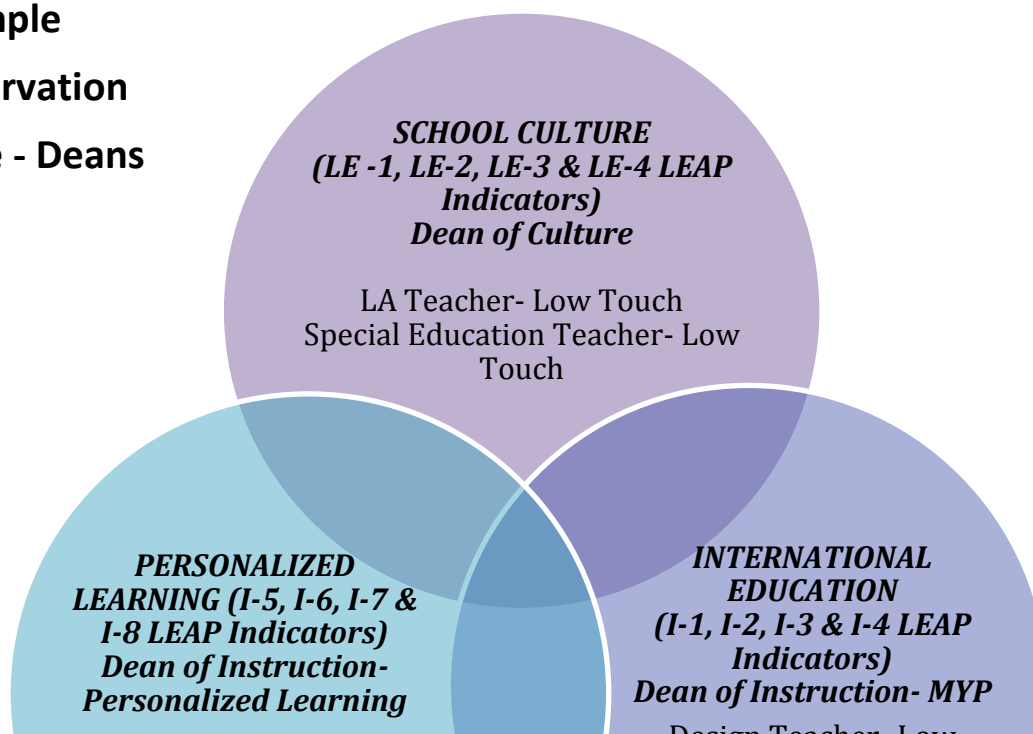
Using the **Leverage Leadership Observation/Feedback model**, teachers are given bite-sized action steps which will be the highest leverage points in impacting instructional practices and supporting student growth and achievement. Throughout the cycle, both student and teacher data will be analyzed and used to drive action steps, and to set goals.

The graphic below illustrates one six-week observation/feedback cycle for Deans. The specific level of support provided to each individual teacher is identified by the the Principal and Deans based on experience, LEAP data, and ongoing student performance data. Teacher designated as “low touch” are those who will receive modified support throughout the six-week cycle, based on previous data. Teachers designated as “high touch” are those who will receive full coaching support throughout the six-week cycle, based on previous data.

### Example

#### Observation

#### Cycle - Deans



Low touch teachers will receive 2-3 short observations and feedback/coaching cycles every 6 week cycle in service of their growth and development of as an educator. These teachers will also have opportunities to demonstrate effective practices and serve as model teachers for new and emerging teachers.

High touch teachers receive weekly classroom observations and feedback/coaching cycles during each 6 week cycle in order to provide real-time opportunities to practice highest leverage strategies and grow as professional educators. This intensity of support will include NNE Real-Time Coaching and reteach opportunities with identified strategies developed in collaboration with their Dean or Principal.

Every 6 weeks, teachers will collaborate with their dean to set goals around instructional practices that will result in the highest impact on student achievement. Student performance data and observation feedback protocols will inform these goal setting conversations. Based on each teacher's goals they will then develop an action plan to support their personalized professional learning needs. During weekly observation-feedback conversations teachers and deans will reflect on their progress and identify any necessary revisions or supports. Teachers will cycle through at least one coaching cycle with each dean, based on their personalized professional development plan goals.

## **Deans**

Based on the instructional and cultural priorities identified within the school redesign/turnaround plan, the dean structure has been established to provide specific and targeted support.

The dean roles are critical for creating a strong student and adult learner culture. During year one, these individuals create strong observation/feedback systems, rituals and routines for coaching cycles and collaborative planning structures, consistent with *Leverage Leadership*.

As evidenced in the budget, year two will begin the roll out of our first Teacher Leader. In year two, teacher leaders will collaborate with the Deans and take on coaching and feedback responsibilities with the 6<sup>th</sup> grade team. In year two Deans will provide additional supports to newly hired teachers including new hired staff on the the 7<sup>th</sup> grade team. This gradual release and identification of Teacher Leaders will continue into year three when an 8<sup>th</sup> grade team is hired.



## Appendix H – School Organization Chart

## Appendix I – Staff Roster

### 2.D Employment Policies

BVIS opened under redesign status and had full hiring authority of the founding staff. BVIS has engaged founding staff in identifying any necessary flexibilities required to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school. BVIS is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students.

BVIS salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system are aligned and consistent with DPS.

Stipends are provided as compensation for any work that is performed beyond the contract and will be paid at a rate determined annually by the school leader and CSC. There are no other modifications to employment benefits (such as health insurance and pension systems), and there are no modifications related to holidays and leave payouts. BVIS employment practices that differ from DPS are for hiring, work schedule, planning time, and collaboration and grievance policies. BVIS requests permission for “real time hiring of teachers” (posting positions and hiring as vacancies become known. Hiring processes will be conducted by BVIS with assistance from the Human Resources Department. BVIS will not receive direct placement of teachers. These practices require waivers to district policy, State Waivers and the Collective Bargaining Agreement. BVIS will be innovative in re-purposing the roles of key non-teaching positions toward accelerated achievement results and enhanced relationships with families and the community. Innovation status allows the school to align job descriptions, roles and responsibilities to more fully support the vision and mission of the school and to remain responsive to changing needs as they arise. Innovation provides the opportunity for staff to assume multiple roles as needed. *All* staff at BVIS has shared ownership for student outcomes.

Waivers are necessary to support the model and philosophy of BVIS. Teachers must have a passion and desire to be part of the school. For example, BVIS has asked for a waiver for Professional Staff Training, Workshops and Conferences in order to provide the structure and time for job-embedded learning and support. It is also important that learning teams are organized to align students within learning expeditions and provide teachers and students flexible time.

- BVIS has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.
- BVIS shall have the ability to interview all district assigned positions including specialized support service providers, and classified staff.
- BVIS has the authority to develop its own policies and procedures for evaluating the performance of support staff. All classified employees that report directly to the school shall receive an annual appraisal from the Principal or Principal's designee. The principal or her designee shall review the results of the appraisal with each employee and provide the employee with a copy. Classified employees' signatures on appraisal reports are not required. If an employee wishes to make comments they may do so on a separate sheet of paper that will be included in the employee's file. For performance review appraisals, the reports shall include a designation of whether or not the employee is meeting expectations.
- BVIS has the authority to issue its own employment offer letters. BVIS' letter will outline the terms of employment. We will follow the DPS salary schedule but has the authority to establish its own system for all employees to provide stipends. We will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.

- The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; hire teachers on annual contracts; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters to newly hired teachers. All teachers are hired on annual contracts. Annual contract status may be renewed annually as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the School to ensure teacher contracts are consistent with the approved innovation plan. The School will have the autonomy to determine years of experience for educators in order to account for private, international, other school experience and other related work experience.
- 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.
- The School will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies. The School will work with the district HR office to post classified positions through the district website. The school may also choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate.
- The school's principal or designee will be provided with all applications for classified positions and will make a selection using school-based processes with final hiring authority granted to the principal. Background checks will follow the traditional process. The school will not be required to accept an appointment of a classified employee from the district.
- All non-teaching employees will be at will and may be dismissed mid-year for any lawful reason.
- Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the School's calendar.

## *Appendix J – Personnel Policies or Employee Manual*

### **2.E Operations - Transportation**

BVIS will use District transportation services to ensure that students living in the BVIS boundary have transportation to and from school. If the BVIS calendar or schedule varies from the District calendar or schedule, BVIS will work with DPS transportation to make the necessary arrangements to ensure that all students have equitable access to transportation to and from school. The Dean of Operations will be responsible for scheduling additional transportation for field trips and activities and for monitoring the quality of transportation services provided to BVIS students. Since BVIS has a calendar waiver, we will work with transportation each April to confirm that the bussing schedule meets our scheduling needs.

### **2.F Operations - Safety and Security**

The BVIS Dean of Operations, in consultation with the Principal and DPS Office of Safety and Security, will create and maintain an Emergency Response Crisis Management (ERCM) Plan for the school. Key components of the ERCM will include: emergency drill logs, staff preparedness training, identify the

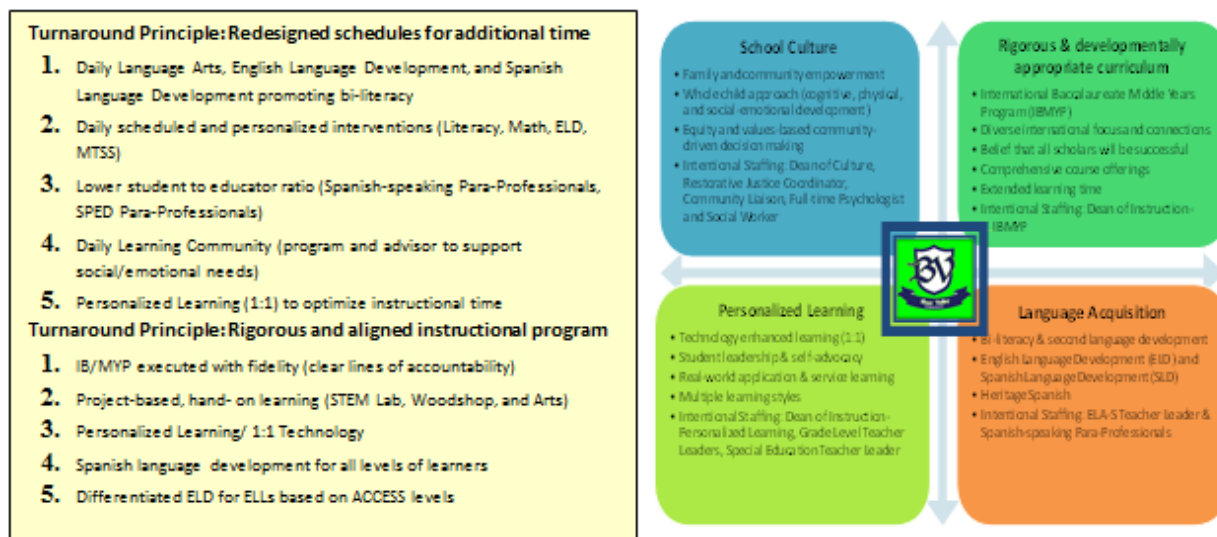
School Emergency Response Team and their roles, ensure readiness of all ERCM equipment such as two-way radios and megaphones.

The Principal, Facility Manager and Leadership Team members will take part in the DPS 4 module ERCM video trainings and pass all 4 quizzes included in the trainings. BVIS will hold monthly fire drills and one lockdown and shelter-in-place drill per semester and provide documentation of these drills as well as feedback to teachers and students. Additionally, BVIS will ensure ongoing safety by using electronic and video controlled intercom door openers and video cameras located on the exterior and interior of the building.

## **2.G Operations – Food Services**

BVIS will participate in DPS food services program, which complies with state and federal rules and regulations (including free and reduced lunch procedures). Breakfast will be served to all students through the Breakfast in the Classroom program. Healthy choices will be served to all students at lunch.

## Section III: EDUCATION PROGRAM



### 3.A Curriculum

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.

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. 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 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. 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/PAC. Substantive interim changes must be approved by the Principal and District Staff.

### Curricular Model

BVIS will implement the International Baccalaureate Middle Years Program (IBMYP) curricular framework. This framework allows for instructors to utilize the Colorado Academic Standards (CAS), the Common Core State Standards (CCSS), the DPS scope and sequence documents, and DPS instructional materials as a basis for providing a rigorous and cohesive international education.

Designed for students aged 11 to 16, the MYP program model provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders. While accommodating most national and local curriculum requirements, the MYP builds upon

the knowledge, skills and attitudes developed in the IB Primary Years Program (PYP), prepares students to meet the academic challenges of the IB Diploma Program (DP), and 21<sup>st</sup> century skills.

The MYP curriculum framework is organized with appropriate attention to:

- **Teaching and learning in context.**  
Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded. (*MYP: from principles into practice, 2015*)
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. (*MYP: Subject guides, 2015*)
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn. (*MYP: from principles into practice, 2015*)
- **Language and identity** – MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.



The pedagogy, planning and instructional strategies of the IBMYP are based on over 40 years of research into best practice with diverse student populations worldwide. A 2011 study on the impact of IBMYP on student engagement and performance with students in multiple urban, socio-economically diverse schools similar to Henry World Middle School demonstrated that a higher percentage of IBMYP students achieved at higher levels than their non-IBMYP peers on comparative assessments in core subject areas. (Wade, 2011)

The IBMYP has also undertaken extensive relationship studies between the MYP and the Common Core State Standards to support educators in creating alignment between the MYP, CCSS and their own curricular materials. The Common Core State Standards Working Group consulted with IBMYP in developing the CCSS. Because of its capacity to enable teachers to develop a locally relevant yet globally applicable international education that emphasizes rigor, cultural responsiveness and 21<sup>st</sup> century skill

development, this program was intentionally selected to support the diverse learning needs of our student population.

The strong systems and structures provided by the CAS, CCSS, DPS scope and sequence documents and DPS instructional materials are enhanced by use of the MYP unit planning framework at BVIS. The planning process leads teachers through the data driven, MYP unit planning process to plan instructional moves and assessments that ensure students are growing in their ability to apply skills and understandings at increasingly rigorous levels. (*MYP: from principles into practice, 2015*)

In 2015 the International Baccalaureate released a set of standards to drive excellence within schools and districts offering all three levels of the program (from ECE-12<sup>th</sup> grade). Under the guidance of the Dean of Instruction (IBMYP) and the IB Coordinators at both Sabin World Elementary School and John F. Kennedy High School, these standards will be supportive in providing horizontal and vertical articulation of the program between the feeder pattern in Southwest Denver. Therefore, the implementation of this curriculum model at BVIS not only provides a strong system for school redevelopment/turnaround within the school, but also strengthens the continuum of IB education in the Southwest community, creating a corridor of excellence from feeder elementary schools to BVIS and from BVIS to John F. Kennedy High School.

The IBMYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design with a minimum of 50 hours of instruction per subject group in each academic year. The IBMYP provides a set of four objectives for each subject group that align with CCSS/CAS and include 21<sup>st</sup> century skills.

The following is a description of the eight MYP subject groups and the instructional materials that are used at BVIS to support their instruction. The district adopted curricular materials described have been researched by the Denver Public Schools, and also reviewed by the BVIS curriculum design team, and chosen based on the high level of rigor, alignment to IBMYP, and the strong correlation to the CCSS. These DPS core resources will be used as our primary instructional materials and supplemented as necessary to align with the IBMYP framework and meet our diverse student needs.

**Language Arts (Language and Literature).** Engage NY 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 six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCSS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources. Lessons are adaptable and allow for teacher preference and flexibility so that what is happening in the classroom can both meet students' needs and be integrated into the MYP curriculum framework.

**Mathematics.** Connect Math (CMP3) has been selected as the core Math curriculum. CMP3 is a comprehensive [mathematics](#) program intended for [U.S. students in grades 6-8](#). The program design, text materials for students, and supporting resources for teachers were created and have been progressively refined by the Connected Mathematics Project (CMP) at [Michigan State University](#) in collaboration with the National Council of Teachers of Mathematics.

The current third edition of Connected Mathematics is a major revision of the program to reflect new expectations of the [Common Core State Standards](#) for Mathematics<sup>[1]</sup> and what the authors have learned from over twenty years of field experience by thousands of teachers working with millions of middle grades students. This CMP3 program is now published in paper and electronic form by [Pearson Education](#). The program includes comprehensive coverage of mathematical concepts and skills in four content strands - Number, [Algebra](#), [Geometry](#)/Measurement, Probability/[Statistics](#) and connections between concepts and real work contexts through applied problem solving.

Consistent with the MYP framework, CMP3 lessons are designed to make connections within mathematics, between mathematics and other subject areas, and/or to real world settings. CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Mathematical ideas are identified and embedded in a sequenced set of tasks and explored in depth to allow students to develop rich mathematical understandings and meaningful skills. The Common Core State Standards for Mathematics (CCSSM) and the Standards for Mathematical Practice are embedded within each problem.

**Science.** The DPS Science curriculum uses activities that focus on the active 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:

- Scientific Thinking
- Scientific Tools and Technologies
- Scientific Communication
- Scientific Investigation

6<sup>th</sup> Grade: Earth Science: *Investigating Earth Systems (IES)*, developed by the American Geological Institute and published by It's About Time. Units of study include: [Rocks and Landforms](#), [Dynamic Planet](#), [Astronomy](#), [Water as a Resource](#), and [Climate and Weather](#).

7<sup>th</sup> Grade Life Science: *Science and Life Issues (SALI)* was developed by the Lawrence Hall of Science and is published by Lab-Aids. Units of Study include: [Studying People Scientifically](#), [Body Works](#), [Micro-Life](#), [Our Genes, Our Selves](#), [Ecology](#), and [Evolution](#).

8<sup>th</sup> Grade: Physical Science: *InterActions in Physical Science (IPS)* was developed by San Diego State University and is published by It's About Time. Units of Study include: [Building a Foundation](#), [Interactions and Energy](#), [Interactions and Conservation](#), [Materials and Interactions](#), [Physical Interactions and Phases](#), [Chemical Interactions](#), and [Mechanical Interactions and Forces](#).

**Social Studies (Individuals and Societies).** 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.

#### 6th Grade: Geography

The sixth grade geography course focuses on the Colorado Academic Standards for Geography. The core of the sixth grade geography course is TCI's (Teacher Curriculum Institute's) Geography Alive!: Regions and People program.

#### 7th Grade: World History

The seventh grade world history course focuses on the Colorado Academic Standards for History. The core of the seventh grade world history course is TCI's (Teacher Curriculum Institute's) History Alive!: The Medieval World and Beyond program.

#### 8th Grade: U.S. History

The eighth grade U.S. history course examines U.S. history from the Constitution through Reconstruction and focuses on the Colorado Academic Standards for History, Economics, and Civics. The core of the eighth grade U.S. history course is composed of TCI's (Teacher Curriculum Institute's) History Alive!: The United States through Industrialism, as well as the We The People and Foundations of Democracy programs.

**World Language / Spanish (Language Acquisition).** 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. Developing a second language is a core component of the MYP curriculum. Every student at BVIS will take Spanish or Spanish for Heritage Speakers in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Students will also receive either English language development or Spanish language development based on language proficiency and ACCESS scores.

**Arts.** All BVIS students will receive quality arts instruction that supports holistic thinking and actions as part of the MYP curriculum. The MYP curriculum includes visual and performing arts and design. BVIS arts education will:

- Be an integral component of a 21st century education to develop the whole child.
- Be rich and deep, comprised of 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.

**Design.** All BVIS students will receive innovative design instruction. 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.

The aims of BVIS design are to encourage and enable students to:



- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop respect for others' viewpoints and appreciate alternative solutions to problems

BVIS design principles are primarily taught through its SmartLab, though also frequently integrated in an interdisciplinary manner into all subject groups. The SmartLab approaches STEM (science, technology, engineering and mathematics) from a real-world perspective. Instead of placing each element in an artificial "silo", it integrates these critical disciplines in a project-based context. The SmartLab at BVIS challenges learners to employ critical-thinking skills, to problem-solve, to collaborate and to communicate. And, in addition to STEM, emphasize the role of language arts is emphasized in the effective communication of ideas, the importance of social studies for context, and the relevance of the arts to creative expression.

In the BVIS SmartLab, students progress through a series of curriculum-guided and self-directed project engagements. As they tackle these projects, they learn essential technology skills and systems, including:

- Mechanics and Structures
- Computer Graphics
- Science and Data Acquisition
- Publishing and Multimedia
- Alternative and Renewable Energy
- Robotics and Control Technology
- Circuitry
- Computer Simulation

The approach to technology is unique, practical, and remarkably effective. Students do not simply learn technology skills in a vacuum. They learn to apply technology to everyday workflow. They use it in a multitude of ways as they design projects, test their ideas, and create ePortfolios to document their learning.

### **Culturally Responsive Curriculum**

At the center of international education are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it. To establish cultural relevance, the IBMYP:

- Promotes open communication based on understanding and respect. The IB encourages students to become active, compassionate lifelong learners.
- Is holistic in nature- it is concerned with the whole person. Along with cognitive development, IB programs and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the process and the outcomes of internationally minded learning described in the IB learner profile.
- Is formed to develop students who exemplify the IB learner profile, the IB's mission in action. It requires IB learners to strive to become: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective
- Creates personal relevance and encourages understanding of cultures and environments across global contexts
- Results in students who are global learners, aware of connections between disciplines and to the larger world.
- Teaches through concepts to encourage teachers to work across national and cultural boundaries. Concepts promote a broad approach to education that can encompass many ways

of thinking, inspire a variety of experience, and open doors to exciting and highly relevant interdisciplinary learning.

- Creates educational opportunities for students that promote healthy relationships, individual and shared responsibility, including interpersonal competencies that support effective teamwork and collaboration
- Helps students make informed, reasoned, ethical judgements and develop the flexibility, perseverance and confidence they need in order to effect change that matters
- Inspires students to frame their own inquiries, pursue personal aspirations, set challenging goals, and have the persistence to achieve them
- Fosters the development of rich personal, academic and cultural identities
- Emphasizes “learning how to learn”

### **Service as Action, Through Service Learning**

The IBMYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Therefore, service as action is a key element of the educational experience of students in an IBMYP school.

Students take action when they apply what they are learning in the classroom and beyond. IBMYP learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. As students develop a deeper understanding of their global citizenship, it is appropriate for them to apply their educational skills in contexts that help them to make the world a better place. Therefore BVIS intentionally supports students in taking part in service learning opportunities and developing the skills necessary to independently take action within their communities. Student development of service learning skills is supported at BVIS through the following:

- Opportunities to take part in teacher, student and community organized service learning activities that are both independent of as well as aligned to learning within the subject groups
- Supporting students in tracking their service learning participation and reflecting on their personal learning and skill development in electronic portfolios
- Opportunities to engage with representatives of community organizations that support service learning through presentations during lunchtimes
- Opportunities to provide or receive mentorship and/or partner with students from the other IB schools in the Southwest feeder pattern who are likewise focused on service as action

In their 8<sup>th</sup> grade year, students at BVIS participate in the required IBMYP Community Project. This student initiated and implemented service learning project is designed to give students the opportunity to demonstrate the extent to which they have developed service learning skills.

#### The [MYP Community Project](#):

- Helps students develop the attributes of the IB learning profile,
- Provide students with an essential opportunity to demonstrate the ATL skills
- Fosters the development of independent, lifelong learners.
- Focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community
- Consolidation of learning
- Engages students in a sustained, in-depth inquiry leading to service as action in the community
- (*MYP: Projects Guide, 2015*)

## **Curriculum Development**

Curriculum development in the IBMYP utilizes existing DPS instructional resources and the IBMYP framework to organize rigorous, culturally relevant and responsive, concept-based units of inquiry. In effective turnaround schools, teachers focus their time and energy on executing strong, personalized instruction. BVIS will use existing DPS instructional materials and scope and sequence documents with modifications to personalize within the IBMYP framework. The IBMYP unit planning template is attached to this document in appendix K. Teachers at BVIS use this framework to plan and reflect on high-leverage instructional moves for their student groups that align with the IBMYP pedagogy. Vertical articulation of the IBMYP Curriculum framework is organized using subject group overviews also attached within appendix K. The Dean of Instruction (IBMYP) and Dean of Instruction (Personalized Learning) will provide professional development in the planning, delivery and articulation of the IBMYP during summer retreats, green and blue day planning times and ongoing in weekly collaborative planning sessions. Teachers will be provided with opportunities to receive official IBMYP training from the International Baccalaureate. BVIS will also collaborate with teachers at McAuliffe International School, our feeder elementary and high school IB partners, and other IBMYP practitioners in the region.

### **Interdisciplinary Learning**

At BVIS, all teachers are responsible for collaboratively planning across two or more subject areas for interdisciplinary learning. Interdisciplinary learning can take place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis.

Students demonstrate interdisciplinary understanding when they bring together concepts, methods, or forms of communication from two or more disciplines or established areas of expertise so that they can explain a phenomenon, solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single discipline.

While all students at BVIS must participate in a minimum one interdisciplinary learning unit each year, in actuality the opportunities to make interdisciplinary connections are far more frequent. The Personalized Learning system, structures and resources at BVIS provides opportunities for regular interdisciplinary learning experiences, and the frequent use of computers and other technology allows the teachers at BVIS to customize teaching and learning to meet student needs. (*Fostering interdisciplinary teaching and learning in the MYP, 2014*)

### **3.B Scope and Sequence**

BVIS uses the DPS scope and sequence documents, with modifications to personalize within the IBMYP framework. (See curriculum development above.)

#### ***Appendix K – Course Scope and Sequence for One Grade Level***

### **3.C Class Size**

BVIS class sizes will be consistent with the minimum requirements in the DPS Budget Guidance Manual, with class sizes budgeted to be under 35 students in core and elective classes and mild/moderate special education teacher caseloads of 1:17 students per teacher, significantly more service that required by policy as well as full time Psychologist, Social Worker, and SPED Para dedicated to supporting this population.

2016 6 <sup>th</sup> Grade	Students with Mild/Moderate Disabilities = 21%: 34 Students	2.0 FTE Special Educator 0.8 FTE Psychologist
2017		4.0 FTE Special Educators

6 <sup>th</sup> & 7 <sup>th</sup> Grade	60 Students	1.0 FTE Psychologist .5 FTE Social Worker
2018 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> Grade	90 Students	6.0 FTE Special Educators 1.0 FTE Psychologist 1.0 FTE Social Worker 1.0 FTE SPED Para Professional

Once students are identified and needs are assessed, additional services may be put into place, and class sizes alleviated in order to meet specific student needs.

### 3.D School Schedule & Calendar

#### School Calendar

As an Innovaiton School we have the authority to **determine its 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, 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.

The current BVIS student calendar includes 173.5 days of instruction for students, the same number of days as the district calendar. The BVIS teacher calendar includes 191 days of work including 173.5 student contact days and 12.5 non-student contact days for teachers, the same number of days as the district calendar. Additionally, BVIS staff will be required to attend a 5 day-long PD/ retreat over the summer.

To allow for BVIS teachers to collaborate with other IB MYP schools on professional development, some changes to the dates of non-student contact days may be made to the BVIS calendar. BVIS leadership will work with the district transportation department to ensure student transportation is available and will collaborate with the community design team to finalize the school calendar in spring 2016.

Teacher professional development days will be collaboratively planned with feeder pattern IB schools, and with other high performing IBMYP schools throughout the district (including McAuliffe International School). As mentioned above, BVIS teachers will also participate in summer professional development including a week-long staff development retreat, focused on the pillars of BVIS- IBMYP, Personalized Learning, Culture and ELA Strategies. Stipends for this retreat are reflected in the budget.

Finally, all 6<sup>th</sup> grade students will participate in a week long, half-day 6<sup>th</sup> Grade Academy focused on learning the BVIS way.

#### *Appendix L: School Calendar*

#### Student Schedule

BVIS provides an extended day schedule for students, beginning at 7:45am and ending at 3:45pm, providing 1,403 hours of instruction per year, 275 more hours a year than a traditional 6.5 hour day.

The Innovation Plan for BVIS allows for an extended school day. All BVIS students take five academic core classes (language arts, social studies, mathematics, science, and world language) every day. In addition, all BVIS students take all academic enrichment course areas (visual arts, performing arts, physical education and design) for at least one trimester each year (60 minutes per day) and take advisory classes that focus on social-emotional development, personalized learning plans, and self-advocacy and leadership skills (30 minutes per day).

This schedule allows for significant differentiation and personalized scheduling to meet the unique needs and interests of students. Students needing significant intervention and support may have up to three periods focused on instruction and intervention in literacy / language arts, while still participating in two interest-based electives / enrichments each day.

### Sample Student Schedules

	7:45am-3:45pm	Student 1	Student 2 – ELD
Period 1	Elective 7:45-8:50 (65 min)	Elective	Elective
Period 2	Breakfast/ Learning Community/SSR 8:52-9:07 (15 min)	Breakfast/ Learning Community/SSR	Breakfast/ Learning Community/SSR
Period 3	Intervention/ Extension 9:09-9:46 (37 min)	Intervention / Extension	Intervention / Extension
Period 4	Core 1 9:48-10:48 (60 min)	Math	Math
Period 5	Core 2 10:50-11:50 (60 min)	Social Studies	Social Studies
Period 6	Core 3 11:52-12:52 (60 min)	Science	Science
LUNCH	LUNCH 12:54-1:24 (30 min)	LUNCH	LUNCH
Period 7	Core 4 1:26-2:26 (60 min)	World Language (Spanish & Language Study)	World Language (Spanish & Language Study)
Period 8	Core 5 2:28-3:28 (60 min)	Language Arts	English Language Development (ELD)

<b>Period 9</b>	<b>Learning Community/ Reflection/SSR 3:30-3:45 (15 min)</b>	Learning Community/ Reflection/SSR	Learning Community/ Reflection/SSR
---------------------	--	--	---------------------------------------

## Sample Teacher Schedules

	7:45am-3:45pm	Core Teacher	ELD Teacher	Elective Teacher
Period 1	Elective 7:45-8:50 (65 min)	PLAN	PLAN	Elective -1
Period 2	Breakfast/ Learning Community/SSR 8:52-9:07 (15 min)	ADVISORY	ADVISORY	ADVISORY
Period 3	Intervention/ Extension 9:09-9:46 (37 min)	Intervention / Extension	Intervention / Extension	Intervention / Extension
Period 4	Core 1 9:48-10:48 (60 min)	Content– 1	Push In / Pull Out	Elective-2
Period 5	Core 2 10:50-11:50 (60 min)	Content – 2	Push In / Pull Out	Elective-3
Period 6	Core 3 11:52-12:52 (60 min)	Content – 3	Push In / Pull Out	Elective-4
LUNCH	LUNCH 12:54-1:24 (30 min)	LUNCH	LUNCH	LUNCH DUTY / Intramurals
Period 7	Core 4 1:26-2:26 (60 min)	Content– 4	Push In / Pull Out	PLAN
Period 8	Core 5 2:28-3:28 (60 min)	Content – 5	English Language Development	Elective-5
Period 9	Learning Community/ Reflection/SSR 3:30-3:45 (15 min)	Advisory – Reflection	Advisory – Reflection	Advisory – Reflection

### **3.E Progress Monitoring and Assessment**

#### **Assessment Plan**

As an IBMYP school, BVIS will develop an Assessment Policy with the school community, including parents, students and teachers. This policy is a statement of purpose that outlines goals for assessment, the various forms assessment can take and methods for reporting results to the school community. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals. The BVIS Assessment Policy will include the following:

**State Assessments** – State assessments, including CMAS/PARCC assessments in Literacy, Math, Science, and Social Studies and WIDA-ACCESS assessments, will be administered on the state assessment calendar.

**Interim Assessments** – District interim assessments, including Illuminate Literacy and Math assessments, will be administered at the beginning, middle, and end of the year to assess student proficiency and monitor student progress toward master of standards. Interim assessment data will be used to determine instructional grouping, re-teaching, and interventions.

**Formative Assessments** – Curriculum-embedded assessments, including assessments from IB MYP, curricular materials and teacher-created, will be administered at the end of each unit of study to monitor student mastery of standards and to guide instruction and interventions to ensure that students are learning essential concepts.

Note: BVIS has budgeted for adequate numbers of PARCC compliant devices with high-speed Internet access for all 150 students in one grade level to take an assessment at the same time.

#### **IB MYP Assessments (once approved by IB)**

Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the objectives for each subject group. These include:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

When creating MYP units, teachers must ensure that assessments:

- Are integral to the learning process
- Are aligned with subject-group objectives
- Gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- Are appropriate to the age group and reflect the development of the students within the subject
- Provide evidence of student understanding through authentic performance (not simply recall of factual knowledge)

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

Students will use a learning management system to track data and to collect evidence of mastery of each standard in their electronic portfolio. They will be given time to complete these trackers with the



guidance of their content teachers, and their Learning Community mentor. Students and parents will have unlimited access to electronic portfolios to increase parent involvement.

### School Performance Goals

While DPS transitions key measures on the SPF as a result of new testing requirements including PARCC, BVIS has set ambitious goals around the current framework that will translate to the new SPF requirements accordingly once DPS releases an updated SPF rubric.

In order to target adequate resources and design strong systems to improve school performance BVIS is investing in supporting all students with targeted supports based on the disaggregated data below. Specifically, we are dedicating supports to serving our ELL, FRL, Minority students in language development. In addition we are doubling our efforts in supporting our students with disabilities to achieve above those in similar schools. Also, we are providing additional focus on increasing student attendance, student satisfaction, and parent/guardian satisfaction. Furthermore, we are building upon the initial successes made in the math program to move from meeting to exceeding expectations in growth and status. The following goals are individual one-year goals and may not reflect the 2 year combined data within the DPS SPF.

	Henry MS Historical Data			BVIS Performance Goals				Rationale for Goals
	2012	2013	2014	2016	2017	2018	2019	
<b>Student Growth Levels</b>								
OVERALL MGP	Approaching	Does Not Meet	Does Not Meet	Meets	Meets	Meets	Exceeds	<p>With key shifts in instruction and school culture BVIS expects to actualize immediate improvements in student growth in all core areas. Through targeted supports and gap analysis we will ensure that our ELL, FRL, Minority, and SPED students receive adequate targeted supports.</p> <p>Our plan will build upon the existing successes in Math and will materialize into quick increases from Meeting to Exceeding expectations in this subject. In addition we will expect to see rapid progress in ACCESS MGP through targeted supports to our ELLs through our enhanced ELA-S approach.</p> <p>Also, with an emphasis on supporting students in the AN Center through strong systems and structures for support, we expect to see early improvements in our SPED Growth Comparison data.</p>
MGP ELL	Meets	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP FRL	Approaching	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP Minority	Does Not Meet	Approaching	Approaching	Meets* 65%	Meets* 65%	Meets* 65%	Meets* 65%	
MGP Reading	Approaching	Approaching	Approaching	Meets 50 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 65 MGP	
MGP Writing	Meets	Approaching	Approaching	Meets 53 MGP	Meets 55 MGP	Meets 60 MGP	Exceeds 65 MGP	
MGP Math	Meets	Meets	Meets	Meets 68 MGP	Exceeds 74 MGP	Exceeds 78 MGP	Exceeds 78 MGP	
ACCESS MGP	Meets	Approaching	Approaching	Meets 60 MGP	Meets 64 MGP	Exceeds 65 MGP	Exceeds 65 MGP	
SPED Growth Comparison	Approaching	Does Not Meet	Does Not Meet	Meets* 74%	Meets* 74%	Meets* 74%	Meets* 74%	
<b>Student Proficiency Levels</b>								

<b>Overall Status</b>	Meets	Meets	Approaching	Meets	Meets	Meets	Exceeds	As with our goals for rapid improvements in student growth we expect to see rapid increases in student proficiency levels. We expect to meet expectations in all areas within one year and exceed expectations on the Overall Status component of the SPF by year-4 of the plan's implementation. Of note we intend to continue to improve on the existing math performance and exceed expectations immediately as part of this redesign.
P/A ELL	Does Not Meet	Does Not Meet	Approaching	Approaching 45%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A FRL	Approaching	Approaching	Approaching	Approaching 50%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A Minority	Approaching	Approaching	Approaching	Approaching 50%	Approaching 60%	Meets* 70%	Meets* 80%	
P/A Reading	Approaching	Approaching	Does Not Meet	Approaching 45%	Meets* 55%	Meets* 65%	Meets* 75%	
P/A Writing	Meets	Approaching	Approaching	Meets* 45%	Meets* 55%	Meets* 65%	Meets* 75%	
P/A Math	Approaching	Meets	Meets	Meets* 50%	Meets* 60%	Meets* 70%	Meets* 80%	
SPED Status Comparison	Does Not Meet	Does Not Meet	Does Not Meet	Meets* 65%	Meets* 70%	Meets* 70%	Meets* 75%	

**School Culture Measures**

Attendance Rate	Does Not Meet	Does Not Meet	Does Not Meet	Exceeds 95%	Exceeds 96%	Exceeds 97%	Exceeds 98%	In order to significantly improve instruction a primary focus of our school will be improving school culture as a primary tool for engaging students and families. Our intentional allocation of resources in these areas ensures that we attract and retain students and families as part of a welcoming and rigorous school environment that will propel academic success. As a result we fully intend to exceed SPF expectations immediately as part of this redesign.
Student Satisfaction	Approaching	Does Not Meet	Does Not Meet	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	
Re-Enrollment Rate	Meets	Meets	Approaching	Exceeds 95%	Exceeds 95%	Exceeds 95%	Exceeds 95%	
Parent Satisfaction	Does Not Meet	Does Not Meet	Does Not Meet	Exceeds 90%	Exceeds 95%	Exceeds 96%	Exceeds 97%	

\* Starred Indicators specify that "Meets Expectations" is the highest stoplight measure on this component of the DPS SPF.

While grade-level proficiency is our number one priority, student growth is our primary driver to achieve necessary proficiency levels. In practice this means that in order for many of our students to become fully proficient in core subjects we need to increase expedite their academic growth beyond one grade level per year. The CDE Adequate Growth Measure will be our guide in ensuring we are making progress toward this goal. Below is our academic growth targets that we will achieve in order to ensure that students are on-track to full-proficiency by the time they graduate from BVIS prepared for success in high school.

	Current MGP Henry MS	Adequate Growth Expectation Growth needed to reach full proficiency within three years
MS Reading	46	50

MS Writing	53	62
MS Math	56	78

In order to meet the above Adequate Growth Targets, this redesign plan was developed specifically to leverage nationally recognized best practices in school redesign.

(See Executive Summary for Research Basis and alignment with Turnaround Principles)

### Corrective Actions

The BVIS leadership team will monitor progress on school performance goals and will use data to make adjustments to instruction and interventions as well as student grouping and teacher placement on an ongoing basis.

In addition, the CSC/PAC will monitor progress on school improvement plan goals and, when goals are not met, will recommend corrective actions including changes in curriculum, scheduling, staffing, and resource allocation. The Principal will be responsible for overseeing the implementation of corrective actions.

### Data Inquiry Cycle

#### Data Teams

BVIS Data Teams is led by Deans and Teacher Leaders. The focus of these weekly meetings is on student growth and achievement based on desegregated data initially identified in our performance goals above. These meeting use *Driven by Data* as the foundation.

#### Data Team Focus:

The BVIS Data Team plan addresses student learning by improving teacher learning. Teachers come together in weekly Data Teams to learn about and then implement best practices using data to drive instruction. Ongoing professional development during Data Teams focus on IBMYP, Personalized Learning, Language Acquisition and School Culture. Data teams engage with curriculum and assessments to intentionally implement CCSS and prepare students for demonstrating learning on state assessments such as CMAS and PARCC. During Data Teams, teachers collaboratively plan assessments, analyze data, and develop plans for re-teaching and re-assessing standards that are not yet mastered within the IBMYP framework. In subsequent Data Teams, teachers share what they have learned about their students and plan and implement further remediation (using MTSS model) before the next cycle assessment begins. Student work and teaching strategies align with the school’s turnaround priorities, LEAP framework expectations, and CCSS Instructional Shifts. The differentiated, collaborative structure of our Data Teams allows teachers the time and space to increase skills and knowledge to better meet the learning needs of all scholars.

### FROM DRIVEN BY DATA

Drivers of Data-Driven Culture (P.228 Figure 11.3)

- Active Leadership Team: Teacher-leader data analysis meetings; maintain focus.
- Introductory PD: What to do (assessments) and how (analysis and action).
- Calendar: Done in advance with built-in time for assessment, analysis, and action (flexible).
- Ongoing PD: Aligned with data-driven calendar; flexible to adapt to student learning needs.

- **Build by Borrowing:** Identify and implement best practices from high-achieving teachers and schools.

### **Learning Management System**

An LMS is a tool that allows teachers to create and store student-facing course content, administer quizzes, assign homework and facilitate communication and collaboration with students. BVIS will use a LMS with the following features and functions:

- Building student-facing course content
- Sharing of online instructional materials
- Student e-Portfolios
- Formative classroom assessment
- Interactive discussions
- Individualizing for specific school-determined data collections

### **Student Information System**

BVIS uses Infinite Campus and Teacher, Principal, and Parent portals to manage student performance data. Instructional Deans will be responsible for ensuring that teachers enter assessment data accurately and in a timely manner, interpreting school-wide data, and coordinating professional development to improve student achievement.

BVIS reports assessment data and student progress toward school goals to the school community at the end of each trimester and will meet with parents/guardians, at parent-teacher conferences and individually as needed, to explain assessment data.

## **3.F Academic Intervention & Acceleration**

### **Multi-Tiered System of Support (MTSS)<sup>2</sup>**

BVIS will implement MTSS, a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

#### **Shared Leadership**

BVIS coordinates training, coaching, resources, and evaluation to support the development and implementation of MTSS through shared decision-making by the school leadership team, teacher leaders and individual teachers.

#### **Data-Based Problem Solving and Decision Making**

BVIS creates opportunities for multiple stakeholder teams from multiple settings (e.g. home, school, community), to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need.

#### **Layered Continuum of Supports**

---

<sup>2</sup> <https://www.cde.state.co.us/mtss/essentialcomponentsjan2014>

BVIS supports culturally- and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

**Evidence-based Instruction, Intervention, and Assessment Practices** (academic and behavioral)

BVIS implements teaching and learning approaches proven to be effective through scientifically-based research studies which are used to guide educational decisions to ensure improved outcomes for students.

**Universal Screening**

BVIS universally screens all students using district-created interim assessments.

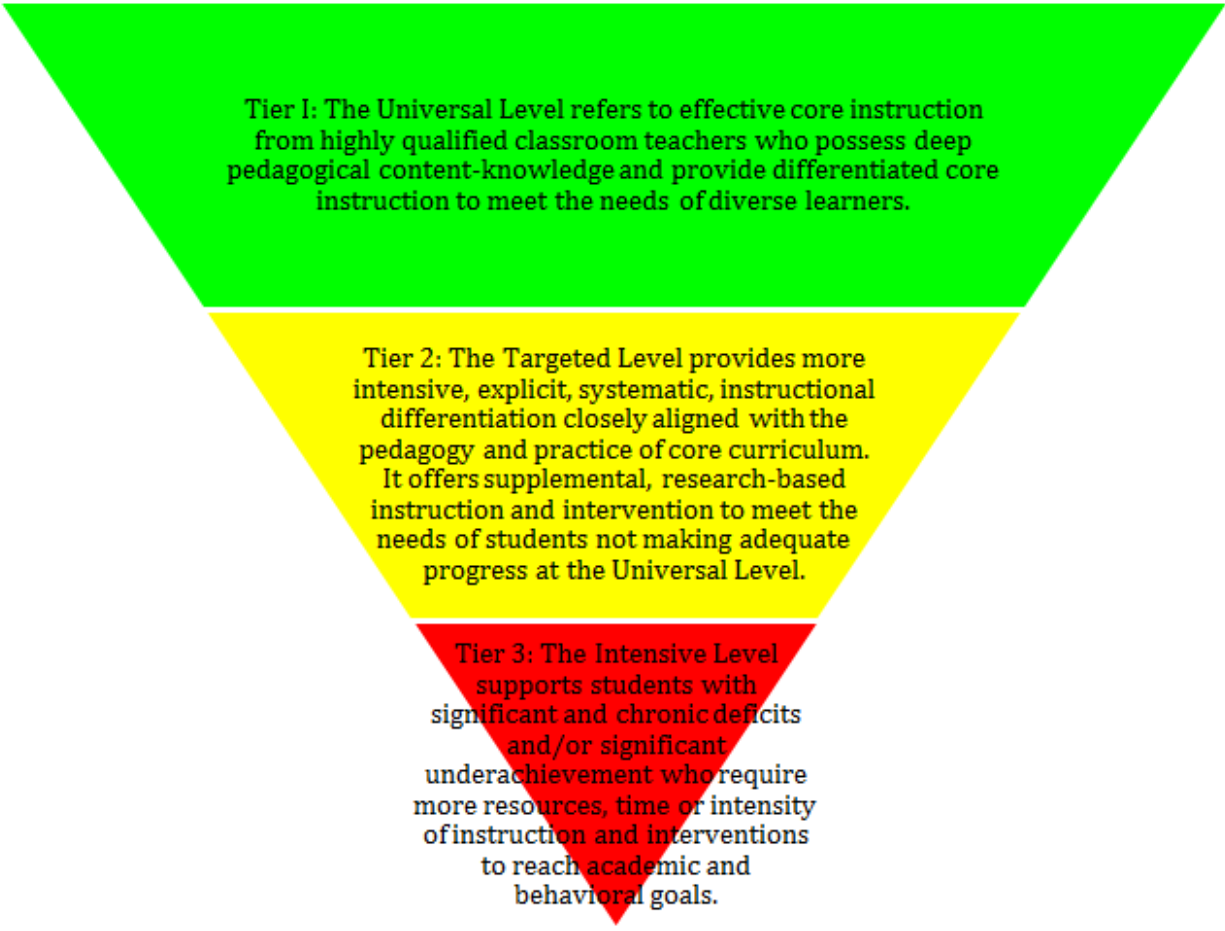
**Progress Monitoring**

BVIS monitor student progress in a systemic way, gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

**Family, School, and Community Partnering**

BVIS prioritizes the collaboration of families, feeder schools, and the community as active partners in improving learner, classroom, school, district, and state outcomes.

The BVIS MTSS includes three tiers of instruction / interventions which are designed to be fluid and accessible based on current student needs.



BVIS uses a Student Intervention Team (SIT) to work with all general education teachers to support differentiation and Tier II & III interventions. The SIT team implements a universal screening using normative data tools and other curriculum based measures to identify students for Tier II interventions that target specific areas of need. These Tier II interventions include, but are not limited to, small group instruction within the general education classroom, ELL supports and programming, affective education, and research based programs. The progress of students receiving Tier II interventions will be monitored weekly by the SIT team. If students are not making adequate achievement gains or responding to these Tier II interventions over a 6 week period, they will be referred for Tier III interventions and the SIT team will work to identify a root cause of the academic struggle and create a more detailed plan to address this need. All Tier III interventions will be research proven.

**Literacy Interventions** include but are not limited to:

**Achieve 3000** will support the Engage NY curriculum and will support ELD and Literacy teachers in targeting interventions.

**Reading Advantage** Reading Advantage is a middle school designed literacy intervention program, which delivers compelling, real-world themes and engaging topics written at a level struggling readers can access and enjoy.

**Wilson Reading System** The Wilson Reading System® (WRS) is a research-based reading and writing program. Based on Orton-Gillingham principles, WRS is a highly structured remedial program that directly teaches the structure of the language to even the most challenged readers: who have been struggled to learn with other teaching strategies or who may require multisensory language instruction.

**LANGUAGE! LANGUAGE!** provides intensive intervention for the most struggling middle school students. It integrates reading, writing, spelling, vocabulary, grammar, foundational skills, and spoken English, rapidly advancing students who score below the 40th percentile on standardized tests.

**Math Interventions** include but are not limited to:

**Mathematics Navigator** *Math Navigator Common Core* from Pearson Learning includes targeted intervention modules that get at the root causes or misconceptions that so often prevent student progress. Math Navigator focuses on foundational concepts to prepare students for the deep mathematical understandings of the Common Core State Standards. It is recommended that Math Navigator be used a minimum of three days per week for 45 minutes per intervention session. There are 20 lessons per module with pacing approximately one lesson per day. English and Spanish diagnostic screening assessments and intervention modules and pre and post tests are available.

**ALEKS** Assessment and Learning in Knowledge Spaces (ALEKS) K-12 is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what students know and don't know in a course. ALEKS then instructs students on topics they are most ready to learn. As students work through a course, ALEKS periodically reassesses them to ensure that topics learned are also retained. ALEKS courses are complete in their topic coverage, and ALEKS avoids multiple-choice questions. ALEKS recommends that students spend at least 3–5 hours per week in ALEKS to see the most progress. ALEKS is available in English and in Spanish.

### 3.G Promotion and Retention

Grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging. Grade retention or acceleration of students will depend on several factors including all of the following:

1. Academic skills
2. Maturity
3. Satisfactory completion of assigned work
4. Likely success in completing the academic work at the next grade level

Each BVIS student will have an IB Learner Profile and clear expectations and targets for student growth and development.

Grade retention or acceleration will be based on the best interests of the student and his/her educational success.

BVIS procedures for retention or acceleration are as follows:

1. The teacher will confer with the parents and students at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or

acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.

3. The principal, teacher, parents, and student will confer prior to the end of the school year regarding the student's progress. The student will be retained or promoted once a decision is made collaboratively with the parents and administrators that is in the best interest of the student. In such instances, an academic plan will be prepared that includes the following:
  - a. A summary of the school's interventions during the current year to meet the student's academic needs
  - b. The interventions to be implemented during the next school year to meet the student's academic needs.

### 3.H English Language Learners

BVIS recognizes that DPS must abide by the consent decree for serving English language learners well. BVIS believes that the consent decree is a minimal standard for serving Language learners well. BVIS serves as an ELA-S Resource school. Recognizing that approximately 40% of our students are language learners with approximately 66% of ELLs currently identified as (ACCESS 3 or 4) and 11% currently identified as (ACCESS 1 or 2) BVIS believes that efforts beyond traditional ELD and a ELA-S resource teacher are needed to differentiate supports that allow our ELLs to grow both in their English and Spanish proficiency levels.

BVIS believes in intentionally supporting English Learners through personalized ELD supports based on ACCESS Levels. As such, the ACCESS Levels of current ELL students at Henry World School are provided below and will be used as a guide in planning individualized ELD and in class bridging supports. Specific supports and groupings will be based on actual ACCESS scores of registered/enrolled students.

No Score	ACCESS (1)	ACCESS (2)	ACCESS (3)	ACCESS (4)	ACCESS (5)	ACCESS (6)
10%	2%	9%	31%	35%	13%	1%

\* Note differentiation by ACCESS Level for ELD will also consider individual sub-scores in Listening, Speaking, Reading, Writing, Oral, Literacy, and Comprehension.

#### Commitments to Cultural and Academic Needs of English language learners:

##### Language Acquisition Team (& Responsibilities)

1. Bilingual ELA-S principal (monitors student progress in English Language Acquisition & oversees and evaluates the effectiveness of ELA services provided by the school teachers)
2. ELD Teacher (monitors student progress in English Language Acquisition, develops and supports all staff on ELA strategies and program)
3. Highly qualified Para Professionals (providing native language supports)
4. ELA-S core content teachers (provide native language supports, as well as classroom instruction in Spanish for students whose English Language proficiency is intermediate level or below)
5. Full time qualified ELA-S Teacher (plan and implement ELD differentiated by ACCESS level with targeted supports for students whose English Language proficiency is intermediate level or below)
6. Office staff that are bilingual (Spanish & English)- with all communications in English and Spanish and a parent welcome center open for conversations with staff, other parents, and administrators



7. ELA trained bilingual (English/Spanish) counselor for supporting students with social-emotional supports as well as post-secondary readiness

#### **ELA Instructional Program**

1. Academic Program that values language acquisition (IBMPY)
2. Differentiate ELD based on ACCESS Levels
3. English Language Development (ELD) and Spanish Language Development (SLD)
4. Heritage Spanish course offered daily
5. Spanish instructional supports in core contents, as well as classroom instruction in Spanish, for students whose English Language proficiency is intermediate level or below (instruction provided by ELA-S teachers, ELA-S Teacher Leader; native language supports provided by all staff with primary responsibility to bilingual Para-professionals)

#### **Parent Engagement Structures:**

1. Parent Action Committee led by the ELA-S Teacher Leader and Principal provides a clear structure through which families receiving ELA services will help evaluate ELA programming at the school
2. Community liaison (bilingual) charged with regular communications to parents regarding school programs, activities, feedback, and suggestions.
3. Office staff (bilingual) provide a welcome center for parents encouraging opportunities to engage with school administration, teachers, and other parents.
4. All parent communications are provided in the parent language indicated at registration
5. Principal and ELA-S Teacher Leader communicate the services offered in the school to parents in the parent's language

#### **Recruitment Plan**

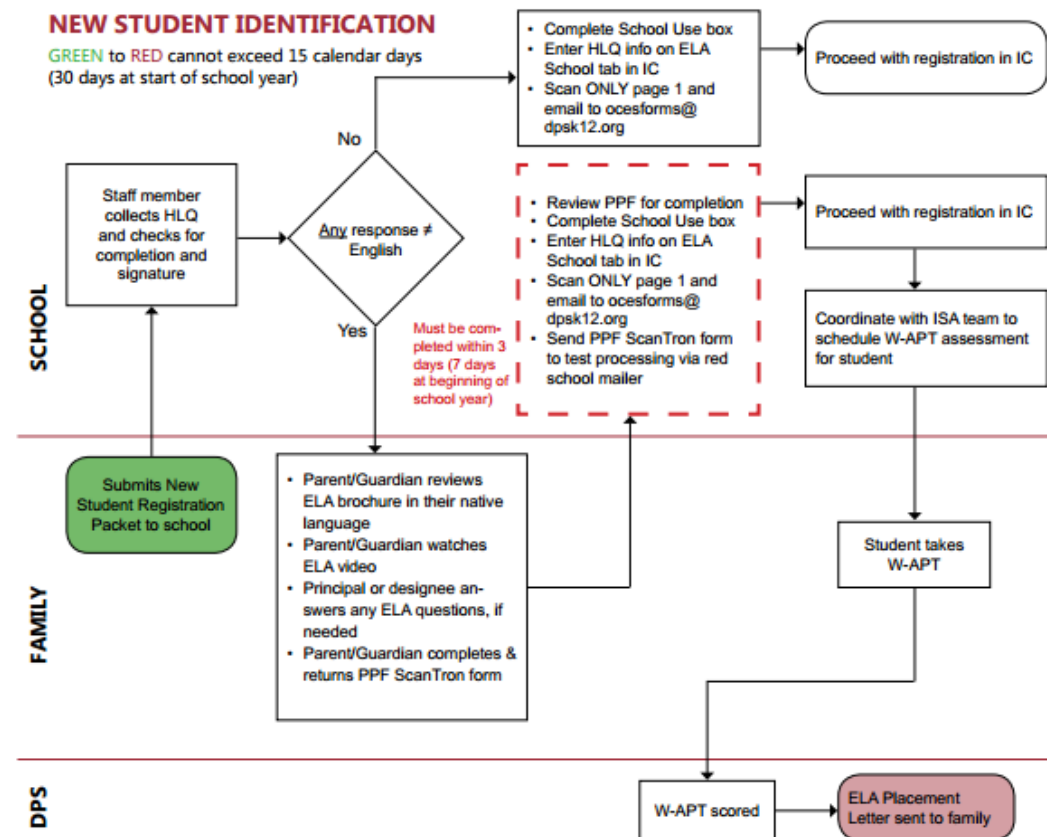
1. As indicated in our staff recruitment process, BVIS intentionally recruits and incentivizes the hiring of high quality teachers, administrators, para professionals, with targeted recruitment events and outreach to hire outstanding bilingual (English/Spanish) (English/Vietnamese) and are ELA-S qualified staff.
2. Key components of our recruitment activities include: nation-wide recruiting events, developing internal candidates (para-professionals to teachers), hiring student teachers and Denver Teach Today bilingual teachers, partnering with community organizations to support recruitment (CHE, Padres y Jovenes Unidos, Stand for Children)

As an IBMYP school, BVIS will develop a Language Policy with the school community, including parents, students and teachers, around the belief that all students can and will learn a second language while continuing to develop in their mother tongue. Every IBMYP school is required to have a written language policy. The BVIS language policy will include the following:

#### **Identification Process and Parent Involvement**

To ensure that our students are accurately identified as English language learners, parents/guardians will fill out the DPS Home Language Questionnaire during the registration process, to identify students whose Primary Home Language is Other Than English (PHLOTE). We will ensure that if the parent/guardian completing the form has any questions we will have trained and knowledgeable people who are familiar with our ELA supports and the Home Language Questionnaire available to answer parent questions. This paperwork will be collected, verified, and entered into Infinite Campus by the Dean of Operations.

Parents will be notified about placement of a student in the Language Instruction Educational Program (LIEP) no later than 30 days after the beginning of school. Parent communications will be translated into the parent’s native language and an interpreter will be available to ensure that parents understand and can make well-informed decisions about participation in the school programs and services.



### Assessment and Placement

A screening placement assessment (W-APT) will be conducted within 10 days of the start of school and provision of English language development services within 30 days of arrival. English language learners will be initially scheduled into an ELD class and that time will be used in the first week of school to assess English language levels and develop an appropriate English Language Acquisition (ELA) plan. Appropriately leveled ELD services will begin immediately after assessment and placement. ELLs will take the ACCESS assessment to determine English language proficiency, to monitor progress, and to support educational planning.

A fully qualified ELA-E teacher (state-endorsed in teaching the culturally and linguistically diverse, has earned a Masters or doctorate degree in teaching the linguistically diverse, or has completed the approved District ELA-E training) will be responsible for the management of the ELA program with oversight and support from the Principal. This teacher will lead our Instructional Services Advisory (ISA) Team that will meet regularly to review students’ data and collect a body of evidence that will be used to determine placement and exit and shared with parents in making such decisions. The ISA team will also monitor students’ progress and be available to teachers and parents who have concerns or questions regarding their student. This important aspect of ELA monitoring can be summed up in seven steps:

- 1) Review services for newly identified English Learners.
- 2) Monitor identification of English Learners to check inappropriate identification and placement
- 3) Review English Language Proficiency and Academic progress of all English Learners (including those who have declined services)
- 4) Identification of English Learners in need of intervention to address the student's instructional needs through collaboration with the teaching team
- 5) Review English Learners information/data with recommendation to the ELA department in regards to the re-designation of English Learners
- 6) Review English Learner student information/data with recommendation to the ELA department regarding the reentry of ELL's into the program
- 7) Recommendation to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent/guardian.

### **Program Design and Curriculum**

Consistent with the DPS ELA program guidelines, BVIS will implement an ESL/ELA-E program (fewer than 100 Spanish-speaking ELLs at intermediate language proficiency or below).

BVIS ELA-E program services will include the following:

- English Language Development – 45 minutes a day taught by ELA-E teacher
- Resource Teacher – ELA-S teacher will provide additional targeted support
- Native Language Support – Spanish-speaking paraprofessional & Spanish materials
- Supported Content Instruction in English – sheltered English instruction & strategies
- Spanish language class – part of the IB MYP curriculum

Note: Should the number of Spanish-speaking ELLs with intermediate proficiency or below increase to over 100 students, BVIS will work with the District to ensure that appropriate programming is available for students.

With guidance and supervision from the Principal and Dean of Operations, the ELA-S Resource Teacher will be responsible for ensuring HLQs are on file for all students, parent choice (PPF) matches student placement, designating core content teachers per school ELA program needs, nominating ISA team members and establish monthly ISA team meetings, establishing monthly ELA Parent Advisory Committee meetings, identify ELA District Advisory Committee representative, reviewing ELL lists to ensure proper placement of students, and ensuring a minimum of 45-minute of daily ELD instruction and appropriate bridging and sheltering of instruction.

ELL students will be monitored on a monthly basis through gathering and analysis of a writing sample that is embedded into their regular coursework. In addition, on a weekly basis, teachers will also informally assess students as part of regular data gathering and RtI, team meetings and professional development. The results will be analyzed and discussed during team planning. The data will indicate what we have to cover and how we will differentiate in small groups or mini-lessons.

Classroom-based instructional strategies to support English language learners will include but not be limited to: SIOP strategies such as building background knowledge, comprehensible input, scaffolding techniques, higher-order questioning based on Bloom's Taxonomy, reciprocal reading, graphic organizers, mental models, word walls, sentence stems, think-pair-share, and cooperative learning to ensure frequent opportunities for interaction and discussion. Our ELA-E teacher will support classroom teachers in ensuring appropriate accommodations are in place for all ELA students. The ELA-E teacher will also support classroom instruction through co-planning and modeling of small group lessons when needed.

BVIS will implement the district curriculum, *INSIDE*, for English Language Development (ELD). The ELD curriculum is aligned to WIDA standards and includes direct instruction in English language usage and including content vocabulary, survival vocabulary, and, reading, and writing development in English. Students will be grouped based on language levels and will transition from one level to the next based on a body of evidence that will include the STAR test and writing samples. BVIS will use the WIDA standards to measure the progress of ELL students. Our ISA Team will monitor student progress in English language proficiency and core content area by collecting a body of evidence, which will include ACCESS scores, PARCC scores, and reading and writing samples.

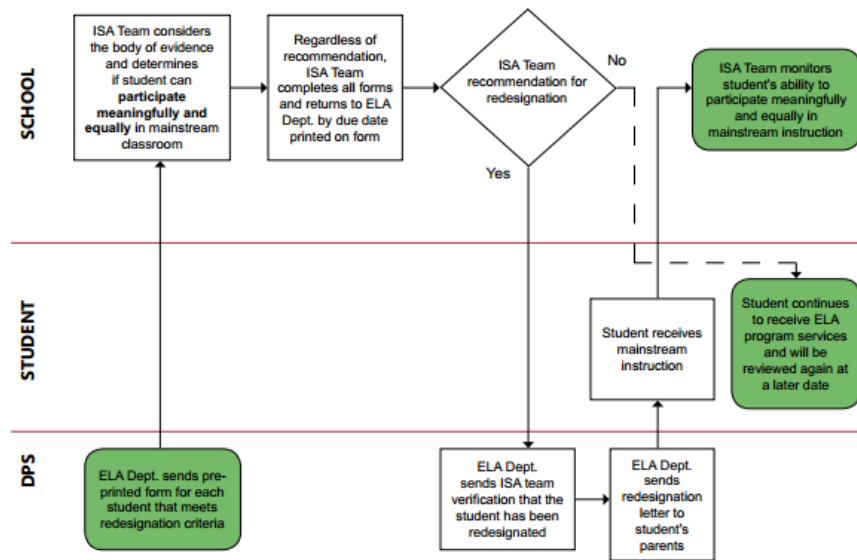
The ISA team will review, analyze, and discuss student data, and reach a consensus of whether the student is performing satisfactorily or not. If the student is not making adequate progress, teachers will identify actions necessary to improve student outcomes. A meeting with the student, teacher, and parent/guardian to further discuss and understand the lack of progress will occur. This meeting will then include a collaborative planning of goals, interventions, and weekly data collection to ensure progress. The ISA Team will consist of the principal or designated administrator, 2 teachers, at least 1 of whom is fully qualified as ELA-T, ELA-E, or ELA-S.

### **Professional Development and Evaluation**

All BVIS teachers and leaders will participate in ELA training on effective teaching strategies to support language development and second language acquisition, including sheltering and bridging instruction. ELA-E teachers will be trained and qualified to meet the district ELA-E certification. ELA-E teachers will be evaluated to ensure that they are adequately prepared to implement the ELA program and effective delivery of program services resulting in student language development and achievement gains.

### **Exiting/Redesignation and Monitoring Criteria**

BVIS will implement a collaborative plan for determining whether to exit/redesignate students from the ELA program in accordance with district requirements detailed in the graphic below. The process will include meaningful collaboration and information about student progress with the parent(s) of students, based on a body of evidence and consistent with CDE standards including ACCESS scores, PARCC scores, and reading and writing samples. Students that are redesignated shall be monitor by the ISA Team for at least two years to determine if additional ELA program services are needed.



"Redesignated Fluent English Proficient students shall be monitored for two years from redesignation to ascertain their meaningful and equal participation in the Mainstream English Language Instructional Program and possible recommended re-entry into the Program."  
 -Consent Decree

### 3.1 Students with Disabilities

BVIS will comply with all requirements of IDEA.

As an IBMYP school, BVIS will develop a Special Needs Policy with the school community, including parents, students and teachers, around the belief that all students should have meaningful and equitable access to learning experiences, and an inclusive, differentiated learning environment is beneficial to help all students meet learning objectives. Every IBMYP school is required to have a written special needs policy. The BVIS language policy will include the following:

MYP is intended to be an inclusive program, with differentiation required. Teachers design learning experiences that allow students across a range of needs to meet their learning objectives (See *Meeting student learning diversity in the classroom, 2013*). MYP builds opportunities in which each student can develop, pursue and achieve appropriate individual learning goals with differing formats of exploring and presenting knowledge and demonstrating understanding. As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during program authorization and evaluation.

#### Recruitment of Students

BVIS recruitment strategies are designed to encourage all students in the school's boundary to enroll, without discrimination. Students with special needs are encouraged to enroll and will add value to the school community by contributing different perspectives and experiences. We will specifically reach out to families of students with disabilities at each of our feeder elementary schools in hopes that their students will choose to attend BVIS.

#### Identification of Students

BVIS will use a body of evidence to identify students with disabilities in a non-discriminatory manner. The body of evidence will include: norm-referenced targeted assessments, student observations, student work, and surveys of parents, teachers, and students. To ensure accurate identification and avoid misidentification of students, a school administrator will monitor the identification process.

### **Progress Monitoring**

BVIS special education teachers will assess IEP goals and supports through the Inquiry Assessment Cycle which includes normative, diagnostic, and frequent progress monitoring. District recommendations will be used to guide decisions on normative, diagnostic, and progress monitoring assessments. See DPS Division of Student Services [SLD Staff Resources](#) webpage for assessment recommendations.

### **Collaboration and Communication**

Special education teachers and general education teachers will meet weekly during collaborative planning time to identify students' needs, plan instruction and monitor student progress.

### **Special Education Program Evaluation**

The BVIS leadership team will regularly evaluate and continuously improve the effectiveness of the special education program by reviewing academic and behavioral data of students with disabilities, identifying where specialized instruction, accommodations, and supports have been less effective, and taking corrective actions to improve the effectiveness of special education services. In addition, special education teachers will be observed as part of the evaluation system four times a year and will receive feedback on instruction and coaching from a school administrator.

### **Professional Development**

All BVIS teachers will receive training, coaching, and feedback on differentiating instruction and making accommodations for students with special needs. BVIS special education teachers will also participate in District training specific to their specialization area and will share key learnings with colleagues and the BVIS leadership team through cross-curricular teams and whole-school professional development.

### **Teacher Quality**

BVIS will recruit, hire and retain high-quality special education teachers that are licensed and endorsed to serve students with mild and moderate disabilities. In addition, BVIS will recruit, hire and retain high-quality special education teachers that are licensed and endorsed to serve students with severe disabilities in the center program.

### **Special Education Case Loads**

BVIS special education teachers serving students with mild or moderate disabilities will not exceed the District recommended pupil to teacher ratio for middle schools of 21 students per special education teacher. With the projected 21% of students receiving special education services, the budget accounts for adequate staffing to meet student needs: 34 students and 2 special education teacher in Year 1. By full build out in Year 3, we will have 3 special education teachers. In addition the Special Education Team will consist of a full time Psychologist, a full time Social Worker, and a full time Special Education Para Professional.

### **Research-based Practices**

Special education teachers will use a variety of research-based programs and practices, in accordance with students IEPs, to ensure that students with disabilities make adequate progress toward achieving goals. Research-based programs will include but not be limited to: Reading Advantage, Wilson Reading System, Language!, ALEKS math, and math tutoring with Denver Math Fellows. Special education

teachers will receive training in research-based practices and will be provided with feedback and coaching on instruction.

### **Students with Mild and Moderate Disabilities**

BVIS will differentiate instruction, make necessary accommodations, and provide specialized instruction by qualified special education teachers to ensure that students with mild and moderate disabilities can access the curriculum, demonstrate learning, and meet high standards for academic and social-emotional development.

### **Students with Severe Disabilities**

Consistent with the DPS Equity of “Responsibility and Access” BVIS intends to, and is excited to, serve all students well and is committed to serving one or both center-based programs at Henry. BVIS anticipates serving students with more severe needs and projects serving approximately 21% of students possessing disabilities across the larger spectrum, as part of the school redesign plan.

Principal Lindsay Meier has already held several meetings with district staff in the Office of Student Services to discuss programmatic needs for AN and MI center based programs at this school. In addition, Principal Meier and Principal Don Roy of the legacy Henry World School have discussed plans for sharing resources across center based programs as the new school begins to take on 6<sup>th</sup> grade students in the center program in 2016. These foundational relationships and cooperation across administrators within a shared location are critical to the successful transition of center based programming that is in the best interest of all students, families, and teachers. Henry Middle School currently hosts two center programs: Affective Needs and MI. BVIS students enrolled in the center program will be part of the greater BVIS community and will actively engage in the school culture.

Of note, Lindsay Meier has overseen the successful operations on both MI and AN center based programs as an assistant principal in DPS. In order to adequately support the implementation of these center based programs BVIS has allocated significant resources to supporting students with disabilities within our budget. In addition to allocated funding for serving center based programs (Teacher, Para Professional, Supplies) BVIS has allocated a full time Psychologist, a full time Social Worker, a full time Health Para, a full time Special Education Para to support the unique needs and critical successes of our students in center based programs. In addition, BVIS expects to serve all students in the least restrictive environment and will work to ensure that students in center based classrooms have access to general educational opportunities and the IBMYP program at BVIS.

## **3.J Gifted and Talented Students**

### **Identification**

BVIS will ensure there is not disproportionality in identification of gifted and talented students. We will screen all students for GT using multiple measures including teacher referrals and assessments. BVIS will identify gifted/talented (GT) and academically advanced students through a variety of sources including parent and teacher referrals and analysis of student achievement data and the IB MYP learner profiles. All students will be screened for gifted services using District assessments. Identification is based on a body of evidence that includes multiple criteria from behavioral, academic and creative domains. An Advanced Learning Plan (ALP) will be developed by the GT Specialist, in collaboration with students and parents. The ALP will provide documentation of gifted education services in the student’s areas of

strengths, the student's yearly growth, and the manner in which the student's academic, social and emotional needs will be addressed.

### **Programming**

The BVIS IB MYP program and personalized learning approach support GT learners through technology-integration, inquiry-based learning, and global contexts. In addition, BVIS will offer advanced academic classes and academic extension opportunities to provide GT students with differentiated instruction, curriculum compacting, and deeper learning.

GT students will also have the opportunity to participate enrichments such as: Destination Imagination, Shakespeare Festival, National Geographic Bee, National History Day, Semantics / Spelling Bee, Optimist Brain Bowl, and Mathletics.

The GT Specialist will also facilitate groups with students and parents that address the social/emotional needs of GT students.

### **Staffing**

BVIS will hire a half time GT Specialist, with a Masters' Degree or endorsement in gifted and talented education, who will be responsible for screening and identification of students, development and monitoring of ALPs, coordination and delivery of services and supports, professional development and collaboration with classroom teachers, and student data collection and analysis.

### **Professional Development**

The GT Specialist will receive training and support from the district Gifted and Talented Education Department. The GT Specialist will provide professional development to classroom teachers through facilitated book studies focused on educating gifted students in middle school and collaboration on differentiated lesson planning and delivery.

### **Program Evaluation**

BVIS leadership team will use interim achievement data, report cards, ALP goals, and parent and student satisfaction for progress monitoring and evaluation of the impact of GT programs and services.

## **3.K Supplemental Programming**

BVIS will address the needs of the whole child through the IB MYP curriculum which is holistic in nature, fostering cognitive development as well as social, emotional and physical well-being. The following supplemental programming will be provided:

### **Health Services**

BVIS will hire the following staff to promote improved mental, emotional and physical health of students:

- Dean of Culture
- School Social Worker
- School Psychologist
- Restorative Approaches Coordinator
- School Nurse
- Health Tech Paraprofessional
- Physical Education Teacher

The school-wide implementation of Positive Behavior Intervention Supports (PBIS) will ensure that every BVIS student has the differentiated supports needed to thrive in school. Functional behavioral assessments will be used to identify specific needs of students who struggle with the proactive behavior support that is provided to all students. Individualized behavior support plans will be developed based



on functional behavioral assessments and will be monitored by the Dean of Culture. Adjustments to behavior support plans will be made as needed to improve student outcomes.

### **Extra-curricular and Enrichment Activities**

BVIS will offer extra-curricular and enrichment activities during and after school. The Dean of Operations will organize the scheduling, transportation, and oversight of extra-curricular and enrichment activities. 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. The first 20 minutes of each team practice will consist of a structured study, homework, or SSR time supervised by the coach. A student must participate in the twenty-minute session in order to practice with the team on that day. Students must be in school at least half the day in order to participate in practice or play in a game.

BVIS will participate in DPS middle school athletics including:

- Girls - Softball, Cross Country, Soccer, Volleyball, Basketball
- Boys - Baseball, Soccer, Flag Football, Cross Country, Basketball
- Denver Futures Programs

Eligibility reports are sent on a weekly basis. Eligibility affects participation in the following week's practice and game participation.

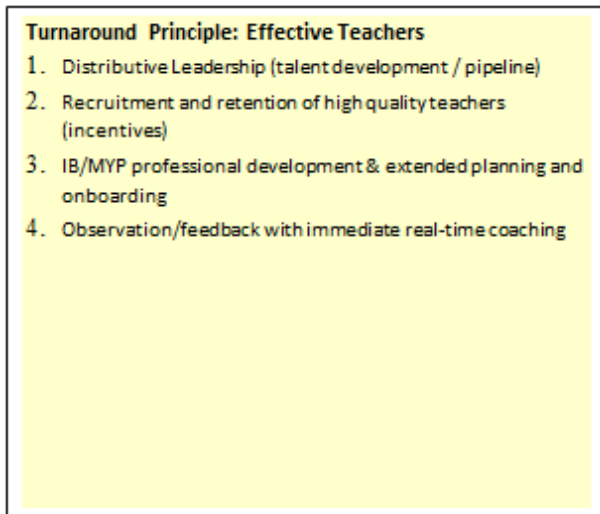
In addition to electives in visual & performing arts, design & technology, and physical education, BVIS will offer after school and enrichment opportunities based on student interests such as: Young Philanthropy, Videography, Computer Programming, Robotics, Engineering, Broadway Juniors, Shakespeare, Video Gaming, Ultimate Frisbee, Parkour, Hip Hop and Rocketry.

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.

### **Summer School**

BVIS will offer summer school programming for students that do not complete all expectations or meet individual achievement targets. BVIS anticipates approximately one third of students to participate in summer school programming which will be offered for 10 full days at the end of June. Costs of summer school programming are reflected in the budget.

## **Section IV: TEACHING**



## 4.A Teacher Recruitment, Hiring & Retention

BVIS will follow DPS protocols to ensure all core content teachers are “Highly Qualified” both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA).

### Teacher Qualifications

BVIS teachers will demonstrate commitment to:

- school vision, mission, and values and IBMYP philosophy
- language acquisition / all teachers as language teachers
- development of all aspects of the Learner Profile
- culturally responsive and inclusive teaching
- restorative approaches to discipline
- promoting responsible action within and beyond the school community
- professional growth and development
- global issues and diverse perspectives and cultural competency
- collaborative planning to implement all aspects of the program
- engaging in process of professional inquiry cycles
- data-driven instruction process that supports the implementation of the MYP program
- utilizing the MYP planning framework for instructional planning and reflection
- utilizing inquiry-based instructional methods to create engaging learning environments
- personalized learning techniques to support all student growth in the MYP objectives
- assessment practices that align to the MYP program

Core content teachers will be licensed to teach in in the content area and meet the “Highly Qualified” criteria of the Elementary and Secondary Education Act (ESEA).

### Teacher Recruitment and Selection

BVIS will follow DPS protocols to ensure all core content teachers are “Highly Qualified” both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA). Additionally, the above mission fit and specific attributes and competencies are necessary.

The principal, in consultation with the CSC/PAC, will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to **establish stipends and incentives that exceed the negotiated salary scales** provided the school submits a replacement policy to their CSC/PAC and HR for annual review to ensure sustainability, transparency and equity.

**BVIS will not adhere to the district staffing cycle.**

- We will post vacancies when they become open. The school will work with the district Human Resources office to post 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.

The standards used to hire our teachers include the following *attributes*: Our teachers will be inquisitive and reflective adults. They should be deep thinkers and have philosophies on how middle school students learn best. Knowing that our school will be one of the most demanding middle schools with the most academically successful students, we should have teachers who are intrinsically motivated, self-directed, and love to push thinking. This will require flexibility and creativity.

With a small staff present as we begin our new school, it is imperative that we have teachers with deep knowledge and a clear understanding around the importance of sharing that knowledge with their team. Each founding core teacher shall embrace a leadership opportunities.

Furthermore, ideal candidates will have the following *competencies*: They will expect data-driven classrooms and understand how to embed the CCSS/CAS and the IBMYP Framework into daily as well as yearly scope and sequence documents. They will know how to establish rigorous classrooms that are organized and structured for students. They should be able to facilitate instruction through a learner centered approach that capitalizes off of student inquiry, and personalized learning. Their own personal organizational skills should be highly effective. They should be able to proficiently use Microsoft Excel for data management. Moreover, candidates must display the cultural competencies essential for meeting the needs of our diverse student populations. Details of cultural competencies are elaborated upon below. Having some expertise or knowledge around IBMYP and ability to speak and write in Spanish and English would be a preference.

**TIMELINE:** BVIS will utilize a rigorous and comprehensive screening process to ensure we select the highest-quality staff. Along with being “highly qualified”, the BVIS hiring committee and principal will create a hiring rubric that reflects the attributes and competencies depicted above. This rubric will be used throughout the initial screening, interviews, and final selection process. The principal with input from the hiring committee and deans will make all founding team staffing decisions. The principal will work closely with DPS Human Resources as we create job profiles, post the positions and accept/screen applicants. Job descriptions, requirements and qualifications will be posted through multiple websites, career fairs, partner organizations (IBO) and professional networks (ACSD, CASE, CDE, etc.). BVIS will use the following selection process to select the best candidates on numerous indicators:

- Stage 1: Application, resume and cover letter screening
- Stage 2: Initial 45 minute interview.
- Stage 3: Observation of candidate teaching a sample lesson. The lesson will be followed-up with a second 45-minute interview.
- Stage 4: Verification of previous employment, professional and personal references.
- Stage 5: Offers of employment to the strongest candidates.

When an offer is made to a potential new employee, he or she will be fully informed of the terms of their contract in accordance with the DPS collective bargaining agreement. As a learning organization, BVIS expects to refine the hiring and selection process each school year.

**CULTURAL COMPETENCIES:** Classrooms that are culturally relevant enable each student to relate course content to his or her cultural context. Staff who are culturally competent are able to bridge those connections in the classroom in a positive and inclusive manner. Students of all backgrounds, ethnicities, cultures, native languages, and learning preferences will be encouraged to attend BVIS. Gay and Lipman (Gay, 2010) have identified characteristics of culturally relevant teaching that include: validating and affirming, comprehensive, multidimensional, liberating, empowering, and transformative. Refer to Section 3 of this proposal for elaboration of these characteristics and specific explanation on how these competencies will be incorporated into regular professional development, curricular planning, instructional delivery, and daily routines. Every team member will know, understand, and embrace the diversity of races, ethnicities, and linguistic backgrounds. The BVIS interview process and evaluation rubric will screen for candidates that match this vision of cultural competency and our school mission.

### **Teacher Retention**

BVIS will work hard to ensure that the highest quality staff stay at BVIS and have opportunities to grow and lead. We expect to have a retention rate above 90% based largely on hiring the most effective teachers and treating them as professionals in all aspects of the school's operations. BVIS teachers will be provided with coaching and support as well as opportunities to take on additional leadership roles in the second and third years as the school grows to full build. Teachers will provide input into the school design and will work as a team to develop a strong and caring school culture, personalized learning environment, and international program of instruction. Teachers will be supported with training and systems to ensure a safe, engaging, and fun learning environment.

### **4.B Teacher Coaching**

BVIS will utilize Bambrick-Santoyo's Driven By Data approach to teacher coaching. BVIS Priorities - School Culture, International Education & Personalized Learning – will be the focus of teacher coaching.

1. Teachers will use data to set goals around these areas of focus.
2. Teachers will identify key factors to success and map out their plan for attaining goals.
3. Teachers will identify supports needed and how success will be measured.

BVIS teachers will receive frequent feedback and coaching on instruction from the principal, deans of instruction, and teacher leaders. Teachers will be observed and receive feedback twice a month (low touch) or every week (high touch) based on the level of support needed. Observation and feedback will follow the Leverage Leadership approach: 1) scheduled observations and feedback, 2) identify key areas for growth, 3) provide face-to-face feedback and offer specific time-bound action steps for improvement, and 4) create systems to ensure feedback translates to practice.

The coaching cycle will be six weeks long and will be based on personalized professional learning plans and interim student achievement data. Coaching sessions will follow the protocol: check in, reflection, and review measures of success. If goals are not met, the teacher and coach will analyze student data, revisit and reflect on goal, and identify additional support.

## 4.C Teacher Evaluation

Teachers will be evaluated using the DPS LEAP framework, 50% of which is based upon student achievement data. In addition the school will evaluate and additional “look fors” that reflect school priorities of IB and personalized learning. The LEAP evaluation ratings include student growth measures in alignment with SB 10-191. The Principal and Deans will be trained and certified in the LEAP evaluation system and will all contribute to teacher evaluations. Peer observers will be selected that have knowledge of IB MYP and personalized learning. The Principal will ultimately be responsible for teacher evaluation.

All teachers will be formally evaluated at least once per year and will receive least one full LEAP observation and one partial LEAP observation. All teachers and administrators will be trained in the LEAP evaluation framework. Administrative and peer observer scores will be documented in the LEAP framework system. In addition to the required observations, the Principal and Deans will perform additional observations and classroom walkthroughs regularly for all teachers, as mentioned in the coaching section above. Observations may include video recording of classroom instruction. The Principal will provide the observed teacher with specific and useful written feedback regarding what was observed in the lesson and allow time for the teacher to meet and discuss the observations.

The Principal, Deans, and Teacher Leaders will coach teachers in the development of rigorous and attainable personalized professional goals, and those goals will inform the professional development of each teacher. BVIS will use the LEAP evaluation system framework and observation tools to set individual performance goals at goal-setting conferences which will occur at the start of the school year. Individual, grade level, and collective evaluations will be used to drive professional development. Professional development resources and opportunities will be directed strategically at areas of instructional weaknesses identified through evaluation. This may include whole group professional development training on a specific area on the LEAP framework, adjustments to teacher goal setting, a team book study, and/or sending teachers to specific workshops or trainings. It is expected that teachers will demonstrate growth in areas of weakness, instruction will improve and; as a result, student engagement and academic achievement will improve as well.

If a teacher’s performance is deemed unsatisfactory, by LEAP scores and/or student data, the teacher will be provided with more intensive coaching and support. If performance still does not improve, the administrative team and Human Resources will consider non-renewal or dismissal, consistent with employment terms.

## 4.D Professional Development

BVIS will determine the PD program for its staff that meets the needs of the school. Therefore, teachers and staff will not be required to attend district mandated PD unless directed to by the principal or if such PD is legally required. BVIS will provide professional development throughout the year that focuses on the school priorities: 1) International Education, 2) Personalized Learning, and 3) School Culture. In addition, professional development content will be informed by data on student achievement and behavior, teacher evaluation and coaching data, and professional learning plans.

### **Professional Development & Meeting Schedule**

Staff meetings will be held on an as needed basis. Regular Staff Communication will come in email form of the Bear Valley Bulletin. The BVB will be sent out at the beginning of the week. The expectation is that this communication is read before classes begin on Monday morning. The BVB will contain important information for the upcoming week, including any adjustments to schedules.

Professional Development Days- No Classes:

- Monday, September 26th- Bear Valley PD Day #1
- Tuesday, September 27th- Bear Valley PD Day #2
- Thursday, October 27th- District Assessment/PD Day

- Friday, October 28th- District Assessment/PD Day
- Thursday, January 5th- District Assessment/PD Day
- Friday, January 6th- District Assessment/PD Day
- Friday, February 3rd- District Assessment/ PD Day
- Monday, February 6th- Bear Valley PD Day #3
- Friday, April 28th- Bear Valley PD Day #4
- Monday, May 1st- Bear Valley PD Day #5

**Team Meetings/ Collaborative Planning Time:**

Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:50	7:30-8:50	7:30-8:50	7:30-8:50	7:30-9:05
Self-Directed	Student Conversations	Self-Directed	Data Teams/SLOs	PD/ Collaborative Plan Time

**Tuesday Objectives:**

- Team conversations about students who are struggling (academically, behaviorally, socially)
- Schedule meetings with families/ Home visits
- Identify additional supports needed
- Set team-wide expectations for Celebrations (last Tuesday of the month)

**Thursday Objectives:**

- Review current data (district assessment, internal assessment)
- Look at student work to ID patterns
- Set goals
- Sharing strategies

**Friday PD Cycle (\*may change based on needs)**

Date	Topic	Facilitator	Date	Topic	Facilitator
8/26/16	Culture	Darlene/Jeff/ Lindsay	1/27/17	PL	Alex/ Lindsay
9/2/16	Literacy	Ericka/ Lindsay	2/10/17	Literacy	Ericka/Lindsay
9/9/16	PL	Alex/ Lindsay	2/17/17	MYP	Erin/Lindsay
9/16/16	MYP	Erin/ Lindsay	2/24/17	REPORT CARDS (Tri 2 ends 2/17)	------(Relay)
9/23/16	Culture	Darlene/Jeff/ Lindsay	3/3/17	Culture	Darlene/Jeff/Lindsay
9/30/16	PL	Alex relay	3/10/17	PL	Alex/ Lindsay
10/7/16	Science Fair Planning/ Prep	Michael/ Lindsay/ Erin	3/17/17	Literacy	Ericka/Lindsay
10/14/16	Literacy	Ericka/ Lindsay	3/24/17	MYP	Erin/Lindsay
10/21/16	MYP	Erin/ Lindsay	4/7/17	Culture	Darlene/Jeff/Lindsay
11/11/16	REPORT CARDS (Tri 1 ends 11/14)	----- -----	4/14/17	PL	Alex/Lindsay
11/18/16	Culture	Darlene/ Jeff/ Lindsay	4/21/17	Literacy	Ericka/Lindsay
12/2/16	PL	Alex/ Lindsay	5/5/17	NEEDS ASSESSMENT	Lindsay

12/9/16	Literacy	Ericka/ Lindsay	5/12/17	6 <sup>th</sup> SHOWCASE Planning	Alex/ Erin (Relay)
12/16/16	Science Fair Reflection/ Learning	Michael/ Erin (Relay)	5/19/17	EOY Planning	Lindsay
1/13/17	MYP	Erin/ Lindsay	5/26/17	REPORT CARDS (Tri 3 ends 5/26)	-----
1/20/17	Culture	Darlene/Jeff/Lindsay			

### Professional Learning Plans

BVIS teachers and leaders will develop Personalized Professional Learning Plans guided by the following questions:

Essential Goal:

1. What is the one question you would like to answer this year through your own Professional Learning?

Strengths, Needs, Interests, and Constraints (SNIC):

- What strength will you most leverage this year in order to help answer this question?
- How will answering this question positively impact yourself, your classroom, and/or your school?
- How will your interests and passions continue to inspire you answering this Essential question?
- What are your biggest constraints and how do you anticipate them being barriers to answering this question? (Go for honesty and specificity!)

Personalized Professional Learning Plan:

- Which new competencies do you need in order to answer your question, and which competencies do you already have that you can leverage?
- What will your progression of learning look like?
- What resources do you need in order to answer your question?
- What do you hope to gain by engaging with your affinity group? What do you hope to provide to your group members?
- Who are you going to work with in order to help answer your question?
- What will success look like for you at the end of the year, and what checkpoints along the way will ensure your success?

### Professional Development Evaluation

Professional development will be evaluated monthly by the leadership team to determine effectiveness and the professional development plan will be adjusted based on student and teacher data.

### 4.E Pedagogy

Teaching and learning at BVIS involves understanding concepts in context. All learning is contextual and has a specific setting, event or set of circumstances, designed or chosen, to stimulate learning. This is the core of the IBMYP pedagogical philosophy

**Effective teaching and learning in context helps students and teachers to:**

- plan concrete, memorable engagements that can be tailored to individual students and their learning styles, diverse backgrounds and cultures
- illustrate and provide concrete examples of conceptual and theoretical ideas

- offer pathways towards authentic assessment (performances of understanding)
- model open-mindedness and intellectual risk-taking valued by the IB learner profile
- inspire critical and creative thinking as students encounter multiple, and sometimes conflicting, value systems and cultural perspectives, including concepts that are open to different interpretations such as citizenship, identity and globalization
- provide lenses through which to compare various conceptions (and misconceptions) of reality
- promote inquiry-based teaching strategies (for example, problem-based learning)
- lead towards work awareness, vocational planning and the exploration of school-to-career pathways
- link classroom learning to action and service learning
- promote self-regulation as students learn to find their own personal contexts and make meaning for themselves
- become more autonomous, strategic and self-motivated
- build up the skills and experience necessary to transfer learning from one context to another
- explore the many ways the application of concepts can vary among human cultures, and draw attention to our common humanity—including the search for universal cultural understanding.

Through this focus on teaching through context, BVIS teachers will emphasize personalized learning and making meaning of real-world experiences. In developing learning experiences teachers will leverage the IB Learner Profile as the basis for framing all learning activities and objectives. The IB Learner Profiles below detail the key areas in which teachers engage students in meaningful and relevant learning.

# IB learner profile

**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

## **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## **BALANCED**

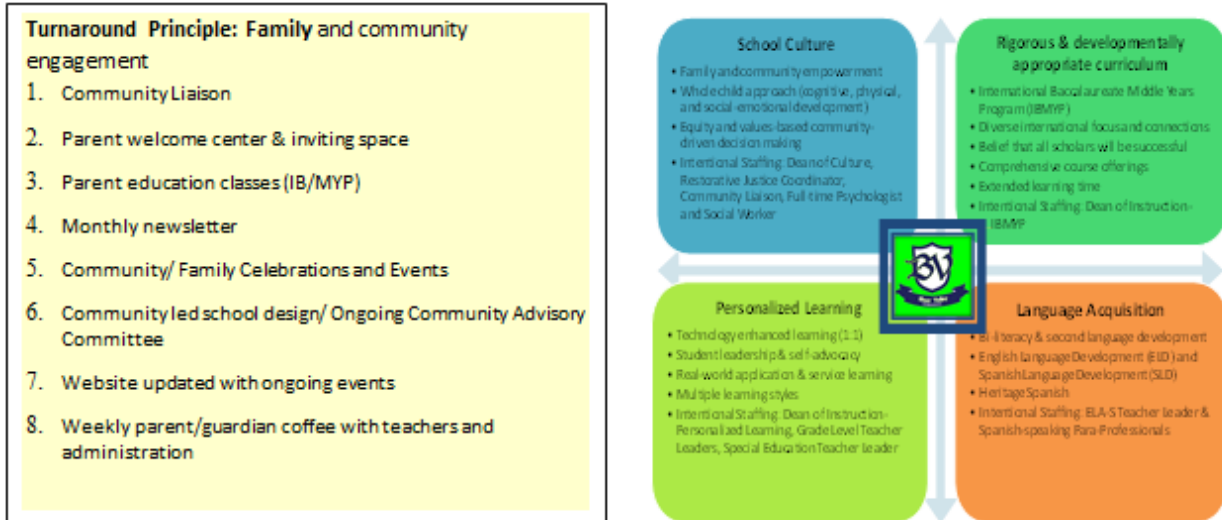
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## Section V: GOVERNANCE & FINANCE



### 5.A School Governance

BVIS is an Innovation school, and the BVIS Principal reports to a District Instructional Superintendent.

BVIS parents/guardians, teachers and community members are active participants in the school's governance structure through the Collaborative School Committee/ Principal Advisory Committee (CSC/PAC), 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.

#### Principal Advisory Committee:

The Principal Advisory Committee (PAC) which is the school governance committee, replaces the CSC and SLT.

Positions assigned by the principal:

- 1 Principal
- 3 Other

Positions elected by majority vote (serving 1 year terms):

- At least 3 Teachers
- At least 4 Parents (constituting the largest group)
- At least 1 Non-Certificated Staff Member

The PAC shall have the following responsibilities:

- Meeting at least once a month

- Providing advice and recommendations to the principal regarding all responsibilities of the PAC detailed in Policy BDFR4 in addition to the following:
- Advising on the school's annual budget
- Advising on the school's master calendar and schedule
- Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities
- Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists)

### Sub-Committees of the PAC:

**BLT- School Leadership Team** The BLT will serve as a subcommittee of the PAC

Bear Valley will have a Building Leadership Team (BLT) consisting of the principal, a teacher appointed by the principal, and a minimum of 3 teacher representatives elected via the PAC process above. The BLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire BLT, including the dissenters, will support.

### **Parent Teacher Student Organization**

The BVIS PTSO will be a volunteer sub-committee of the PAC and will support the school culture by hosting community activities, fundraisers, coffee with the Principal, carnivals, BBQs, IB/MYP Exhibitions and Celebrations, monthly grade level Learning Community Meetings, parent education sessions, teacher appreciations days, and any other events that parents/guardians choose to support that align with school-wide goals.

### **Other School Committees:**

BVIS will implement other school committees as necessary to engage teachers, parents, and community members in school decision-making and improving student achievement and school culture. Other school committees include:

- School Personnel Committee
- School Culture Committee
- Technology-Integration Committee

## **5.B Budget & Policy Narrative**

### **Budget Priorities**

A 5-year balanced budget was developed by BVIS Principal Lindsay Meier, in collaboration with Evan Mellman, the District Innovation Budget Partner. Budget priorities include: staffing the international education program, language acquisition instruction, technology to support personalized learning, and leadership to drive the key plan elements. Additional resources that the school will seek including school improvement grants, philanthropic gifts and donations are not factored into the budget to ensure conservative budgeting practices.

As an Innovation school, BVIS plans to budget based on actual versus average teacher salaries, recuperating an estimated \$305,600 at full- build in school based discretionary funding to support the school's plan.

## Revenues

The majority of BVIS revenue is generated from Student Based Budgeting including supplemental and mill levy funding for specific programs and services. Based on estimates from the District Budget Office, BVIS has budgeted for new school startup funds in the amounts of \$240,000 in Year 0 and \$200,000 a year in Years 1, 2, and 3 and additional turnaround budget assistance in the amount of \$100,000 per year in Years 1, 2, 3. The BVIS projected budget is a conservative estimate of revenues without additional grants, donations, or district opt-out allocations such as average v. actual teacher salaries.

In order to rapidly support the implementation of this plan and ensure success in the foundational year, BVIS has worked with the DPS Budget Office to accelerate the release of Turnaround Budget Assistance and School Start Up funds which is reflected in the budget template.

REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>SBB Revenue</b>	\$ -	\$ 1,132,170	\$ 2,112,416	\$ 3,087,813	\$ 3,026,959	\$ 3,029,659
<b>Turnaround Budget</b>	\$ -	\$ 200,000	\$ 100,000	\$ -	\$ -	\$ -
<b>District Start-up</b>	\$ 365,000	\$ 400,000	\$ 125,000	\$ -	\$ -	\$ -
<b>Revenue- Actual Salary</b>	\$ -	\$ 137,600	\$ 221,600	\$ 305,600	\$ 305,600	\$ 305,600
<b>TOTAL REVENUE</b>	<b>\$ 365,000</b>	<b>\$ 1,869,770</b>	<b>\$ 2,559,016</b>	<b>\$ 3,393,413</b>	<b>\$ 3,332,559</b>	<b>\$ 3,335,259</b>
<b>PART TIME &amp; HOURLY STAFFING TOTAL</b>	\$ -	\$ 95,384	\$ 95,384	\$ 95,384	\$ 95,384	\$ 95,384
ADMINISTRATIVE FULL TIME STAFF	\$ 176,207	\$ 226,607	\$ 226,607	\$ 125,807	\$ 125,807	\$ 125,807
TEACHING FULL TIME STAFF	\$ -	\$ 1,169,318	\$ 1,882,234	\$ 2,585,148	\$ 2,585,148	\$ 2,585,148
PRO-TECH FULL TIME STAFF	\$ -	\$ 65,169	\$ 65,169	\$ 108,168	\$ 108,168	\$ 150,011
CLERICAL FULL TIME STAFF	\$ 43,025	\$ 119,774	\$ 119,774	\$ 119,774	\$ 119,774	\$ 119,774
<b>FULL TIME STAFFING TOTAL</b>	<b>\$ 219,232</b>	<b>\$ 1,580,868</b>	<b>\$ 2,293,784</b>	<b>\$ 2,938,897</b>	<b>\$ 2,938,897</b>	<b>\$ 2,980,740</b>
<b>NON-SALARY BUDGET TOTAL</b>	<b>\$ 145,768</b>	<b>\$ 193,518</b>	<b>\$ 169,848</b>	<b>\$ 359,132</b>	<b>\$ 298,278</b>	<b>\$ 259,135</b>
<b>DISTRIBUTED BUDGET TOTAL</b>	<b>\$ 365,000</b>	<b>\$ 1,869,770</b>	<b>\$ 2,559,016</b>	<b>\$ 3,393,413</b>	<b>\$ 3,332,559</b>	<b>\$ 3,335,259</b>
<b>BUDGETARY SURPLUS/SHORTFALL (must balance to zero)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## Expenses

The majority of BVIS expenses are related to staffing the BVIS educational program.

### Financial Management

The BVIS Dean of Operations, in consultation with the Principal, will manage school accounting, purchasing, requests for payments, and financial reporting consistent with sound financial management practices and district policies. Non-salary related expenses include technology, professional development, and instructional materials to implement the BVIS educational program.

### Contingency Plan

BVIS is the most demanded middle school in Southwest Denver and has a waiting list of over 30 students even after enrolling 180 students, 30 more students than projected. However, in order to ensure core programmatic integrity should the school's enrollment decline back to 150 students per grade the following priorities will guide our budgeting decisions for reductions to the budget.

1. Maintain core IB MYP programming
2. Maintain core instructional staff

The most significant case of reductions would be twofold:

1. If BVIS encounters budget reductions as a result of a decline in student enrollment from 180 to 150 students per grade, the impact would be a reduction in revenue of \$470,903 at full build (450 students instead of 540 students).

- If BVIS encounters a budget reduction as a result of not budgeting on actual salaries or actual salaries become commensurate with average salaries, the impact would be a reduction in revenue of up to \$305,600 at full build.

If either or both of these scenarios were to happen we would follow our priorities listed above in determining reductions to the budget. The current proposal for such a reduction is as follows, however, specific reductions and plans for securing additional revenue will be determined by the school with input from the CSC and the district budget partner.

- |  |                   |
|--|-------------------|
| 1. Reduce non-salary budget:                     | \$109,609 (up to) |
| 2. Reduce Deans with a sole Assistant Principal: | \$247,627 (up to) |
| 3. Reduce Electives from 8 to 4:                 | \$270,061 (up to) |
| 4. Reduce Technology Specialists from 2 to 1     | \$42,999          |
| 5. Reduce Paraprofessionals from 4 to 2:         | \$47,693 (up to)  |
| 6. Reduce Interventions from 4 to 3:             | \$67,515          |

**Attachment – 5 Year Budget Projection**

**5.C Facility**

Bear Valley International School is located in the Henry Middle School campus facility. The Principal of BVIS, Lindsay Meier, and the Principal of Henry Middle School, Don Roy, have developed a plan for facility sharing during the transition (phase-in / phase-out). The school has a functional wood shop, science labs, and art rooms. These resources are of great interest to the community and align well with the MYP focus on providing a comprehensive learning experience.

**Section VI: WAIVERS**



Bear Valley International - WAIVERS & REPLACEMENT POLICIES  
 Request for Innovation Status  
 Fall 2016  
 Waiver Requests and Replacement Policies  
 DPS, DCTA, and Colorado State Statutes

**DPS Policy Waivers**

	Policy Waived	Area of Impact
<b>WAIVER REQUESTS - DPS BOARD POLICIES</b>		
School	<b>BDF-R4: Collaborative School</b>	<b>Governance</b>

Proposal	Committees	
Policy	<p><b>There shall be at each school a Collaborative School Committee (CSC).</b></p> <p><b>Membership:</b>  Each CSC shall consist of at least:  three parents or legal guardians of students enrolled in the school  one teacher who provides instruction at the school  the principal or the principal's designee  one person from the community  one adult member of an organization of parents, teachers and students recognized by the school</p> <p>The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.</p> <p>A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.</p> <p>To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.</p> <p><b>Election of Members:</b>  Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC.</p> <p>If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.</p> <p><b>Duties:</b>  <b>In accordance with state statute, the CSC shall:</b></p> <ol style="list-style-type: none"> <li>1. Act as the school accountability committee for the school.</li> <li>2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.</li> <li>3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.</li> <li>4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.</li> <li>5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations.</li> <li>6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in <a href="#">C.R.S. 22-11-401(1)(d)</a>. The committee's activities to increase parent engagement must include, but need not be 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 District in implementing at the school the parent engagement policy adopted by the Board of Education; and  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.</li> </ol> <p><b>The CSC will not:</b></p> <ol style="list-style-type: none"> <li>1. participate in the day-to-day operations of the school;</li> <li>2. be involved in issues relating to individuals (staff, students, or parents) within the school; or</li> <li>3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).</li> </ol> <p><b>Meetings</b>  The CSC shall publicize and hold a 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 a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.</p>	
Replacement Policy	<p>The School Leadership Team and School Collaborative Committee will be replaced with the Principal Advisory Committee (PAC).</p> <p><b>Principal Advisory Committee:</b></p> <p>The Principal Advisory Committee (PAC) which is the school governance committee, replaces the CSC and SLT.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> <li>● 1 Principal</li> <li>● 3 Other</li> </ul> <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> <li>● At least 3 Teachers</li> <li>● At least 4 Parents (constituting the largest group)</li> <li>● At least 1 Non-Certificated Staff Member</li> </ul> <p><u>The PAC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>● Meeting at least once a month</li> <li>● Providing advice and recommendations to the principal regarding all responsibilities of the PAC detailed in Policy BDFR4 in addition to the following:</li> </ul>	

	<ul style="list-style-type: none"> <li>● Advising on the school’s annual budget</li> <li>● Advising on the school’s master calendar and schedule</li> <li>● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</li> <li>● Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists)</li> </ul> <p><u>Sub-Committees of the PAC:</u></p> <p><b>BLT- School Leadership Team</b> The BLT will serve as a subcommittee of the PAC</p> <p>Bear Valley will have a Building Leadership Team (BLT) consisting of the principal, a teacher appointed by the principal, and a minimum of 3 teacher representatives elected via the PAC process above. The BLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire BLT, including the dissenters, will support.</p> <p><b>Parent Teacher Student Organization</b></p> <p>The BVIS PTSO will be a volunteer sub-committee of the PAC and will support the school culture by hosting community activities, fundraisers, coffee with the Principal, carnivals, BBQs, IB/MYP Exhibitions and Celebrations, monthly grade level Learning Community Meetings, parent education sessions, teacher appreciations days, and any other events that parents/guardians choose to support that align with school-wide goals.</p>	
School Proposal	<b>KHBA: Sponsorship Programs</b>	<b>Governance / Budget</b>
Policy	<p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program.</p> <p>The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.</p> <p>Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues.</p> <p>Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement.</p> <p>All sponsorship activities will comply with district policies.</p>	
Replace ment Policy	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</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"> <li>1. The sponsorship must not compromise or show inconsistency with the beliefs,</li> </ol>	

	<p>values of the district and school.</p> <ol style="list-style-type: none"> <li>2. The sponsorship will not alter any district owned resources unless permission is granted by the district.</li> <li>3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.</li> <li>4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office 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).</li> <li>5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities.</li> </ol>	
School Proposal	<b>IKE/IKE-R: Promotion, Retention, and Acceleration of Students</b>	<b>Education Program</b>
Policy	<p>The Board of Education recognizes that high expectations and standards for student achievement are necessary to ensure that students are well prepared for the next level of their education. The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial.</p> <p><b>Definitions</b></p> <ol style="list-style-type: none"> <li>1. "Promotion" means the process of advancing a student to the next grade at the end of the current school year.</li> <li>2. "Retention" means the process of having a student repeat a grade.</li> <li>3. "Acceleration" means the process of moving a student ahead one or more grades.</li> </ol> <p><b>Individual Learning Plans</b></p> <p>Teachers shall assess the teaching and learning process on a continual basis and identify students early in the school year who are not making adequate progress toward achieving the District's academic standards. Teachers may choose to implement an individual learning plan for each student who is not making adequate progress toward achieving the District's academic standards.</p> <p><b>Promotion/Retention/Acceleration</b></p> <p>Before considering whether to retain or accelerate a student, District staff shall consider and document each of the following factors:</p> <ol style="list-style-type: none"> <li>1. Academic skills;</li> <li>2. Maturity;</li> <li>3. Evidence of academic growth;</li> <li>4. Chronological age;</li> <li>5. Language proficiency;</li> <li>6. Special education status;</li> <li>7. Attendance record/truancy;</li> <li>8. Transiency;</li> <li>9. Previous grade retention or acceleration; and</li> <li>10. Likely success in completing the academic work at the next grade level</li> </ol> <p>After considering and documenting the above factors, the principal shall make a recommendation whether to retain or accelerate the student, however, a student shall not be retained or accelerated unless the principal has made such a recommendation and the student's parents/guardians agree with the recommendation. Retention and acceleration shall be used sparingly when special circumstances warrant, and retention due to social, emotional or physical immaturity shall be used on a very limited basis. A student's parents may appeal a principal's decision to retain or accelerate a student in accordance with regulations adopted by the Superintendent.</p> <p>The procedure to retain a student in kindergarten, first, second, or third grade due to the student's significant reading deficiency shall be in accordance with Board Policy ILBC, Superintendent Regulation ILBC-R, and applicable law.</p>	
Replacement Policy	<p>Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments. The principal, administrators, teacher, and parents will confer at least three months prior to the end</p>	



	<p>of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> <li>● If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees.</li> </ul> <p>All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.</p>	
School Proposal	<b>GCF/GDF: Staff Recruitment/ Hiring</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p><b>Hiring</b> There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability. All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act. All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection. The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district. Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p><b>Background checks</b> Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> <li>● The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.</li> <li>● The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or</li> </ul>	



	<p>accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements)</p> <ul style="list-style-type: none"> <li>• The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</li> <li>• Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)</li> <li>• Background checks will be administered using the existing systems and processes for the district.</li> <li>• The School shall conduct reference checks.</li> </ul>
--	---

**Collective Bargaining Agreement Articles Waivers**  
**WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT**

School Proposal	Article 1-7: Definition of "School Year"	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Request for Waivers	Governance: Management
Policy	Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Policy	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</p>	

Replacement Policy	<p><b>Principal Advisory Committee:</b>  The Principal Advisory Committee (PAC) which is the school governance committee, replaces the CSC and SLT.  <u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> <li>● 1 Principal</li> <li>● 3 Other</li> </ul> <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> <li>● At least 3 Teachers</li> <li>● At least 4 Parents (constituting the largest group)</li> <li>● At least 1 Non-Certificated Staff Member</li> </ul> <p><u>The PAC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>● Meeting at least once a month</li> <li>● Providing advice and recommendations to the principal regarding all responsibilities of the PAC detailed in Policy BDFR4 in addition to the following:</li> <li>● Advising on the school’s annual budget</li> <li>● Advising on the school’s master calendar and schedule</li> <li>● Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</li> <li>● Recommending at least 2 final candidates to DPS for the principal position (when vacancy exists)</li> </ul> <p><u>Sub-Committees of the PAC:</u></p> <p><b>BLT- School Leadership Team</b> The BLT will serve as a subcommittee of the PAC</p> <p>Bear Valley will have a Building Leadership Team (BLT) consisting of the principal, a teacher appointed by the principal, and a minimum of 3 teacher representatives elected via the PAC process above. The BLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire BLT, including the dissenters, will support.</p> <p><b>Parent Teacher Student Organization</b></p> <p>The BVIS PTSO will be a volunteer sub-committee of the PAC and will support the school culture by hosting community activities, fundraisers, coffee with the Principal, carnivals, BBQs, IB/MYP Exhibitions and Celebrations, monthly grade level Learning Community Meetings, parent education sessions, teacher appreciations days, and any other events that parents/guardians choose to support that align with school-wide goals.</p>	
	School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load
Article Summary	Article 8 - Professional Standards School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch	

	<p>period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>
<p>School's Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the PAC will make decisions as described in the innovation plan.</p> <ul style="list-style-type: none"> <li>● The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.</li> <li>● The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.</li> <li>● The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan.</li> </ul> <p>8-1-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</p>

	<p>be compensated for additional days via a stipend that is determined by the principal in consultation with the PAC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the PAC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an may receive additional directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p> <p>8-8 The School’s teachers will be responsible for lesson plans for the entire length of any absence.</p>	
School Proposal	Article 10/ PAR MOU: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 “Evaluator” means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school</p>	

	<p>principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>
<p>School's Replacement Policy</p>	<p>Teachers will be hired on annual contracts.</p> <ul style="list-style-type: none"> <li>The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</li> </ul> <p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers as all teachers are on an annual contract. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p><b>Plan for Improvement</b></p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement will list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right.</p> <p>10-5-3: Formal full observations are recommended to last one class period (typically 45-60 minutes) and do not require advance notice or a pre-observation conference. Additionally, all teachers may be videotaped within the classroom and the video will be</p>

	used solely for professional development and coaching purposes. 10-5-4: Teachers who have Effective or Distinguished ratings will be granted a continuation of services on an annual basis and all teachers will be considered for continuation annually.	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5 During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	The school will follow the district's basic fairness and due process guidelines in handling complaints against teachers, administrative leave, and issuing corrective action to employees at the Innovation school.	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> <li>• Teachers verify consideration group...</li> <li>• Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted.</li> <li>• Recommendation for non-renewal of probationary teachers.</li> <li>• In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</li> <li>• Schools report vacancies. (Article 13-17) Vacancies are posted.</li> <li>• Teachers apply to transfer for vacancies. (Article 13-18)</li> <li>• Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)</li> <li>• Assignment of unassigned non-probationary teachers. (Article 13-194)</li> <li>• End of open market staffing cycle.</li> </ul> <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p>	

	<p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
<p>School's Replacement Policy</p>	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post 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. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers (with the exception of ADA placements).</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to determining probationary or non-probationary status.</p>	
<p>School Proposal</p>	<p>Article 13-8 Personnel Committee &amp; 13-10 Reduction in Building Staff (RIBS)</p>	<p>Teaching: Human Resources Management: Hiring &amp; Staff Assignments</p>
<p>Article Summary</p>	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p> <p>13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of teaching assignments at a school, or when a Collaborative School Committee decides fewer teaching assignments are needed in a department, grade level or ELA/specialty area.</p> <p>13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered</p>	



	<p>for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.</p> <p>13-10-3 The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The Personnel Committee shall notify the affected consideration group as soon as possible. Teachers will not be required to reinterview for their positions if they are not in an affected consideration group.</p> <p>13-10-3-1 For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.</p> <p>13-10-3-2 Each teacher may reside in only one consideration group.</p> <p>13-10-3-3 Excluding job share teachers, contract teachers who are assigned to a school less than full-time, shall be accorded the same transfer rights as other teachers in the consideration group.</p> <p>13-10-4 Teachers on approved leaves where their positions are being held in accordance with Appendix B shall be considered equally for the purpose of reduction.</p> <p>13-10-5 The Personnel Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for 44 of 99 Reduction in Building Staff, the Personnel Committee shall include the following: · Teachers in the consideration group may choose to vacate an assignment. · Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process. · All members of the consideration group must be interviewed by the Personnel Committee.</p> <p>13-10-6 The Personnel Committee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Committee is unable to reach consensus, the principal will decide which candidate will be reduced.</p> <p>13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.</p> <p>13-10-8 Teachers who are involuntarily transferred are expected to actively participate in the teacher staffing process. The District may pursue consequences for teachers who are directly placed for three (3) consecutive years who have not actively participated in the teaching staffing process.</p> <p>13-10-9 Leaves/Job Share/Retirement. See related Articles 22, 25 and 31-16.</p>
<p>School's Replacement Policy</p>	<p>13-8. 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. Whenever possible, the school leader shall establish a hiring committee which will be constructed by the principal in consultation with the PAC 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.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>13-10. The principal, with consultation from the CSC, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal and the principal will make RIBS decisions <b>based on school determined criteria</b> including performance and professionalism.</p>



School Proposal	Article 14-1: Summer School Teaching Positions	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by PAC during the budgeting process.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>The Innovation School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have been reduced. New</p>	

	staff members will be employed at the school based on their qualifications and position requirements.	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal, in consultation with the PAC, shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	<p>The School has the authority to determine its own compensation structure for additional work provided the school submits a replacement policy to their PAC and HR for annual review ensuring sustainability, transparency and equity.</p> <ul style="list-style-type: none"> <li>• The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.</li> <li>• The principal, in consultation with the PAC, will determine extra duty</li> </ul>	

	<p>compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay.</p> <ul style="list-style-type: none"> <li>• School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan.</li> <li>• In no event shall this determination be made later than the date of the final budget submission for the following school year, on or around April 1st. This is submitted to the DPS HR.</li> </ul>	
CBA Article/Section	Article 7: Grievance Policy	Teaching: Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law,</p>	

in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.

7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.

7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.

7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its

review of the situation.

## State Statute Waivers

### WAIVER REQUESTS – COLORADO STATE STATUTES

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to <a href="#">section 22-9-105.5</a> or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.</p> <ul style="list-style-type: none"> <li>● The School in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth.</li> <li>● The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated</li> </ul>	

	<p>evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive approved training in evaluation skills by the district personnel or school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <ul style="list-style-type: none"> <li>● Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.</li> <li>● All teachers will receive at least one formal evaluation each year and will receive the minimum number of observations necessary to generate an end-of-year LEAP score.</li> <li>● The school’s principal shall receive an annual evaluation by the Superintendent or his/her designee.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b>	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,	
Replacement Policy	Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the PAC, will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales provided the school submits a replacement policy to their PAC and HR for annual review to ensure sustainability, transparency and equity.  For all unique job descriptions, the Principal in consultation with the PAC and HR shall determine the rate of pay during the budget cycle each Spring for the following year.  The school will use support staff positions that have been established by the Board, when applicable. When 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 shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.	
School Proposal	<b>Section 22-32-109(1)(g): Handling of Money</b>	<b>Governance: Budget</b>
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> <li>● In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account.</li> <li>● The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school.</li> <li>● The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(n)(I): Schedule and Calendar</b>	<b>Educational Program: Calendar and Schedule</b>
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation	

	to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <ul style="list-style-type: none"> <li>• School has the authority to determine the number of professional development days, days off, and late starts/early release days.</li> <li>• School calendar will be posted by May 1<sup>st</sup> for the following year.</li> <li>• In accordance with the innovation plan, the school's principal, in consultation with the PAC shall determine, 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.</li> <li>• 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.</li> </ul>	
School Proposal	<b>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</b>	Educational Program: Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <ul style="list-style-type: none"> <li>• In accordance with the innovation plan, the principal, in consultation with the PAC shall determine, 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.</li> <li>• 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.</li> </ul>	



School Proposal	<b>Section 22-32-109 (1)(n)(II)(B): School Calendar</b>	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	<p>The school has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p> <ul style="list-style-type: none"> <li>● No later than 60 calendar days before the end of the school year, the principal in consultation with the PAC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</li> <li>● Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</li> <li>● A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours 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.</li> <li>● In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	The DPS Board authorizes the school 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>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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The school 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.</li> <li>● 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 PAC.</li> <li>● Substantive interim changes must be approved by the Principal and District Staff.</li> </ul>	
School Proposal	<p><b>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</b></p>	Education Program
Policy	<p>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of <a href="#">section 22-7-407</a>;</p>	
Replacement Policy	<p>The DPS Board authorizes the school 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>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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The school 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.</li> <li>● 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 PAC.</li> </ul>	

	<ul style="list-style-type: none"> <li>Substantive interim changes must be approved by the Principal and District Staff.</li> </ul>	
School Proposal	<b>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</b>	<b>Teaching: Human Resource Management: Professional Development</b>
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	<p>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.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent 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.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
School Proposal	<b>22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel</b>	<b>Teaching: Human Resource Management: Hiring Teacher Aides</b>
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>	
Replacement Policy	The DPS board grants autonomy to the principal, in consultation with the PAC, to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or	

	supervision of children that is supplemental to the core academic program and non-compliance with NCLB HQT requirements. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)	
School Proposal	<b>22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel</b>	Teaching: Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in <a href="#">section 22-32.5-103 (2)</a> , may delegate the power specified in this paragraph (h) to an innovation school, as defined in <a href="#">section 22-32.5-103 (3)</a> , or to a school in an innovation school zone, as defined in <a href="#">section 22-32.5-103 (4)</a> .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All dismissals that occur during the school year must follow procedures established in District policy GDQD and regulation GDQD-R. Teachers may be non-renewed at the end of the school year for any lawful reason.	
School Proposal	<b>22-32-126: Employment and authority of principals</b>	Leadership: Management
Policy	22-32-126. (1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary. (2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned. (3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision. (4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education. (5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has	

	<p>direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with <a href="#">section 22-32-110 (2)</a> procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
<p>School's Replacement Policy</p>	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <ul style="list-style-type: none"> <li>● Principal candidates are provided to the PAC and superintendent or his/her designee from the district's principal hiring pool using the LEAD in Denver evaluation process.</li> <li>● The district superintendent or his/her designee will manage the principal selection process and collaborate with the PAC in recommending at least two final candidates to the superintendent for hiring.</li> <li>● The superintendent (or his/her representative) may redirect the PAC and his/her designee to continue the search for better qualified candidates should none of the proposed candidates meets his/her approval.</li> <li>● In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the PAC and the Superintendent or his/her designee.</li> <li>● Interviews and selection follow the DPS Human Resource hiring procedures.</li> </ul>	
<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 201: Employment - License Required – Exception</b></p>	<p><b>Teaching: Human Resource Management: Hiring and Teacher Qualifications</b></p>

<p>Policy</p>	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in <a href="#">section 22-60.5-207</a>.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>
<p>Replacement Policy</p>	<ul style="list-style-type: none"> <li>● The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</li> <li>● The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan.</li> <li>● 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.</li> </ul>

<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</b></p>	<p>Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Policy</p>	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.</p> <p>(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of:</p> <p>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</p> <p>(II) One-twelfth of the annual salary specified in the employment contract.</p> <p>(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.</p> <p>(II) Repealed.</p> <p>(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher</p>	

association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to [section 22-2-117](#), provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to [section 22-63-302](#) or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in [section 22-9-106](#) as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in [section 22-9-106](#) and only if the contract or policy is in the best interest of the students enrolled in the school district.

(4) (a) Notwithstanding the provisions of [section 24-72-204 \(3\) \(a\), C.R.S.](#), upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district.



	<p>Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>	
<p>Replacement Policy</p>	<p>Teaching staff will receive annual contracts even if they previously acquired non-probationary status in the District prior to being hired at the school. The annual contract expires at the end of each contract year. All contracts will be in writing. If an employee intends to resign from their position after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.</p> <p>Dismissal at the end of the year will be done through the non-renewal process. DPS Board Policies GDQD and GDQD-R do not apply in this situation.</p> <ul style="list-style-type: none"> <li>● Teachers do not acquire or lose non-probationary status while at the school.</li> <li>● Teachers leaving employment at the school and transferring to a position in another District school shall be subject to the District's policy regarding transfers from innovation schools in determining their probationary or non-probationary status.</li> <li>● Teachers who are reduced or non-renewed from the school will not be entitled to a Limited Term Assignment with the District.</li> </ul> <p>The school principal has the authority to make employment offers to qualified candidates. The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district (with the exception of ADA placements).</p>	
<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</b></p>	<p>Teaching: Human Resources</p>

		Management : Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to <a href="#">section 22-9-106</a> and the rules adopted by the state board pursuant to <a href="#">section 22-9-105.5</a>, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<ul style="list-style-type: none"> <li>Teachers are hired on an annual contract even if they acquired non-probationary status in the District prior to being hired at the school. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</li> </ul>	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</b>	Teaching: Human Resource Management : Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or</p>	

	<p>membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
<p>School's Replacement Policy</p>	<p>The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service using the district salary schedule as a base.</p> <p>The school will accept transfers that are being placed under District compliance with the Americans with Disability Act (ADA).</p>	
<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</b></p>	<p>Teaching: Human Resource Management : Dismissals</p>
<p>Policy</p>	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
<p>Replacement Policy</p>	<ul style="list-style-type: none"> <li>● All teachers are employed on annual contracts, even if they acquired non-probationary status in the District prior to being hired at the school or the school converting to Innovation status</li> <li>● Annual contracts can be non-renewed at the end of the contract term for any lawful reason.</li> <li>● In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause in accordance with DPS policy GDQD and regulation GDQD-R.</li> </ul>	

<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</b></p>	<p>Teaching: Human Resource Management : Dismissals</p>
<p>Statute Description</p>	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in <a href="#">section 22-63-301</a>. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to <a href="#">section 22-60.5-107 (2.5)</a> or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p> <p>(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.</p> <p>(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.</p> <p>(c) Expenses of the hearing officer shall be paid from funds of the school district.</p> <p>(5) (a) Within three working days after selection, the hearing officer shall set the date of the</p>	

prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to [section 22-9-106](#). The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A

recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo

	<p>contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: <a href="#">Sections 18-3-305, 18-6-302</a>, and <a href="#">18-6-701, C.R.S.</a>, or <a href="#">section 18-6-301, C.R.S.</a>, or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in <a href="#">section 18-18-102 (5), C.R.S.</a></p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>	
Replacement Policy	<p>The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher’s employment during the school year.</p>	
School Proposal	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule</b></p>	<p>Teaching: Human Resource Management : Compensation</p>
Policy	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	
Replacement Policy	<p>The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the PAC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to PAC and HR for review to ensure sustainability, transparency and equity.</p> <ul style="list-style-type: none"> <li>• Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.</li> </ul>	
School Proposal	<p><b>22-63-402. Services - disbursements</b></p>	<p>Teaching: Human</p>

		Resource Management : Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys 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.	
School Proposal	<b>22-7-1207:Advancement – decision – parental involvement</b>	<b>Educational Program: Promotion, Retention and Acceleration of Students</b>
Policy	(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice... (a) except for students with disabilities substantially impacting their progress developing reading skills; (b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills; (c) the student is completing a second school year at the same grade level. (2) Written notice to parents shall include: (a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...	



	<p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written ... communications to a parent... in a language that the parent understands.</p>
<p>Replacement Policy</p>	<p>The school will follow the school’s replacement policy IKE/IKE-R regarding retention and promotion of students. Retention and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments. The principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by the any member of the school community.</p> <ul style="list-style-type: none"> <li>● If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation, or at the time of registration for all mid-year enrollees.</li> <li>● All retention and promotion decisions will be finalized by May 1st. The</li> </ul>

	school will regularly communicate student performance to parents/guardians.	
School Proposal	<b>22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries</b>	<b>Teaching: Payment of Salaries</b>
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC PAC and HR to ensure sustainability, transparency and equity.	
School Proposal	<b>22-33-102(1) Definition of "Academic Year"</b>	<b>Education Program: Calendar</b>
Policy	As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.	
Replacement Policy	"Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School. The calendar will be posted publicly by May 1 <sup>st</sup> for the following school year. The school's CSC PAC will provide input into the calendar.	

### Compensation Philosophy

- The school will offer stipends for certain roles, responsibilities, and staff qualification guided by their compensation philosophy. The compensation philosophy can be revised annually with school leadership developing school compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC will review and provide feedback on the school

compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.