

Montclair School of Academics and Enrichment
2025-2026
Innovation School Renewal Application



Table of Contents

[About this Template](#)

[Template Directions](#)

[Cover Page for Colorado Department of Education and Checklist](#)

[Letter to your School Community](#)

[Innovation Plan Narrative](#)

[Section I: Educational Program Flexibilities](#)

[Section II: Teaching/Staffing Flexibilities](#)

[Section III: School Management and Leadership](#)

[Section IV: Governance and Budget Flexibilities](#)

[Section V: Proposed Flexibilities \(Optional\)](#)

[Section VI: Innovative Practices Outside of Waivers \(Optional\)](#)

[Innovation Plan Waivers](#)

[Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC](#)

Cover Page for Colorado Department of Education and Checklist

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

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

School Name: ___Montclair School of Academics and Enrichment _

School District: ___Denver Public Schools_____

Contact for Innovation Plan (Name, Title, and Email): _____Clint Duvo, principal, *clint_duvo@dpsk12.net*

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

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

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

(If yes, please explain: _____)

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

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

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

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

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

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

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

Letter to your School Community

Dear Montclair School Community,

I am pleased to share important information about our ongoing commitment to innovation as we pursue the renewal of our Innovation School status with Denver Public Schools this spring. Innovation status is vital for Montclair because it provides the flexibility we need to tailor our educational program, staffing, calendar, and budget to best meet the diverse needs of our students and families.

Why is Innovation Status Important?

Montclair serves one of the most diverse student bodies in Denver, with 81.1% of students qualifying for Free or Reduced Lunch, 80% students of color, and 18 different home languages represented. Our mission is to create an inclusive and equitable learning environment where every learner belongs, grows, and thrives. Innovation status allows us to break from rigid district policies and design supports that directly address the unique challenges and opportunities at our school.

Key Uses and Benefits of Innovation

With innovation status, we have been able to:

- Flexibly design our school calendar to include additional professional development days, early release time for collaboration among teachers and specialists, and recognition of important cultural holidays such as Eid al Fitr for our Muslim families.
- Provide targeted summer preparation days and extra time for teachers to plan, analyze student data, and develop enrichment activities aligned with our curriculum. This planning time is critical to closing opportunity gaps for students of color, multilingual learners, and students with IEPs.
- Recruit and retain high-quality staff by posting job openings early and making hiring decisions based on professionalism, performance, and merit — allowing us to build a strong and committed team.
- Support a sustainable inclusion program through flexible professional development tailored to our students' academic and social-emotional needs.

These flexibilities directly benefit students by enabling personalized instruction, culturally responsive programming, and enriched learning experiences. Our staff benefit from meaningful collaboration time and professional growth opportunities, and the school community benefits from a responsive and inclusive environment.

Stakeholder Engagement and Support

The development and renewal of our innovation plan have been a collaborative process involving staff, families, and community members. Our Innovation Renewal Committee, composed of the principal, assistant principal, and teacher representatives, has met regularly this year to draft and refine the plan. The School

Advisory Committee (SAC), which includes teachers, parents, and community members, has been actively engaged through meetings where feedback was gathered and consensus sought.

We have shared updates and sought input through multiple channels, including staff meetings, paraeducator meetings, weekly principal communications, and community notices via Thrillshare. This engagement process ensures that the plan reflects the voices and priorities of our entire school community.

There is strong support for continuing innovation status among staff, students, families, and community stakeholders, as it empowers Montclair to fulfill our vision and mission while advancing equity and achievement for all learners.

We welcome your questions and feedback at any time. Please feel free to reach out to me at clint_duvo@dpsk12.net.

Thank you for being an essential part of Montclair's vibrant and inclusive community.

Warm regards,

Clint Duvo
Principal
Montclair School of Academics and Enrichment

Innovation Plan Narrative

A. School Mission, Vision, and Values

Montclair School of Academics and Enrichment was founded in 1943 and became one of the district's first innovation schools in 2008. Montclair serves one of the most diverse student bodies in Denver, with 81.1% Free or Reduced Lunch, 80% Students of Color, and 18 different home languages.

Vision: Every learner belongs, grows, and thrives.

Mission: We are a community that honors, values, and lifts up all of our learners. Through rigorous academics, an inclusive environment, and embedded enrichment, students reach their greatest potential.

Montclair Core Values:

- **Equity:** Each and every student receives what they need to be successful. We recognize institutional and systemic barriers and work collectively to break those barriers and form new paradigms of equity for all. Our personal journey with equity is never complete.
- **Achievement:** We strive for excellence. We approach academics and personal development with a growth mindset of setting goals and working toward them.
- **Diversity:** We celebrate and honor all cultures, nationalities, identities, and heritages. We seek to understand and learn from one another in our classrooms and community.
- **Community:** We practice the African concept of "Ubuntu: I am because you are." We intentionally create a safe and welcoming environment to learn, grow, and thrive.
- **Responsibility:** We own our successes and mistakes. We hold ourselves accountable for high standards in academics and behavior, even when no one is looking.
- **Kindness:** We take care of ourselves, one another, our community, and our environment.

Montclair is an ECE-5th grade school with an enrollment of 370 students in 2025-2026. We have two classes at each grade level and offer 3 different specials. Our school believes in inclusion and builds our schedule so that our special education teachers co-teach in math and most literacy classes K-5. Our goal is to continue to reduce historic opportunity gaps for our students of color, MLLs, and students with IEPs. Our innovation status is critical to realizing this goal in the following ways:

- *Summer Preparation:* Additional paid summer preparation and one additional TEAL day for extended unit and assessment planning, as well as Enrichment planning for the school year.
- *Early Release:* Early release days 1 afternoon/month used for MLL, Special Education and Interventionists to collaborate and plan with homeroom teachers.
- *Calendar:* Flexibility in school calendar, including honoring our Muslim Community with the Eid al Fitr holiday.
- *Professional Development Flexibility:* We attend district training that supports our school, and leave flexibility for our teachers to collaborate, learn and plan for the benefit of our students.
- *Hiring:* We post next year's openings immediately, allow non-licensed staff to teach enrichment classes, and reduce teachers based on professionalism, performance and merit in order to retain the best staff for our students.

Montclair's [UIP](#) is relevant because it reflects this vision.

B. Innovation Plan Goals

Continuing Innovation Status for Montclair will continue to support every student making growth at our school. Montclair serves one of the most diverse populations in Denver and the selected flexibilities outlined below will allow every student to grow and thrive in the following ways:

- Additional summer preparation, early release time, and 1 additional TEAL day allow all of our teachers to review data for each student, target their needs, and create new goals and teaching plans. These discussions and action plans set the course for closing historic opportunity gaps.
- Planning enrichment field trips and guest speakers at 1x/month/grade level is essential to carrying out the Enrichment part of our vision. Early planning for enrichment allows us to book experiences (and buses) that align to our curriculum and expand on our students' view of the world around them.
- Our community includes a large number of families who observe Ramadan. After reading an article on White Supremacy culture a few years ago, our SAC decided to make the end of Ramadan, Eid Al-Fitr, a school holiday using our calendar flexibility.
- Our UIP is focused on Inclusion, and flexibility in professional development will continue to allow us to build a sustainable inclusion program with the on-site support of the district Special Education Inclusion team.

Table 1. Innovation plan goals.

| Performance Indicator/Other Assessment or Measure | Current/Baseline Performance | 2025-2026 Goal | 2026-2027 | 2027-2028 |
|---|------------------------------|------------------|------------------|------------------|
| SPF | Improvement Plan | Performance Plan | Performance Plan | Performance Plan |
| Early Literacy K-3 SBGL | 44% | 35% | 30% | 25% |
| CMAS Literacy 3-5 | 23.2% | 30% | 35% | 40% |
| CMAS Math 3-5 | 17% | 25% | 30% | 35% |

C. Innovation Plan Onboarding

During the hiring process, our hiring committee shares that we are an Innovation School and why, and once hired, our new staff engage in a day-long on-site onboarding process that includes an overview of the Montclair Innovation Plan. When a new leader is hired, they are given access to the Innovation Plan to review as part of their hiring process and then meet with the outgoing principal to better understand the Innovation Plan and how it is to be implemented the following school year. The SAC provides the incoming principal with the school calendar that has been voted on, and in developing the UIP, the Instructional Superintendent supports the new Principal with strategies, especially in professional development, to support the school goals.

Section I: Educational Program Flexibilities

In the table below, use each prompt¹ to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

| Educational Program Flexibilities | | |
|-----------------------------------|--|--|
| Flexibility Area | Detailed Flexibility and Rationale | Select Associated Waivers |
| Calendar | <p>Montclair shall develop its own annual calendar that supports our mission, vision, and goals. Montclair will align with the district calendar except for the following necessary changes:</p> <ul style="list-style-type: none"> ● Montclair's yearly calendar may have fewer student contact days than the district calendar but will meet or exceed district and state minimum requirements for student contact. ● Additional paid summer days (up to 3) for developing pacing, culturally responsive units, and assessment and data team cycles. ● Additional holiday (1 day) to honor our Muslim Community: We take Eid al Fitr as a school holiday in April so our families can celebrate the end of Ramadan. ● One additional professional development day each year decided on by SLT in order to engage in school-wide vertical planning and data analysis. ● ILT will review staff feedback and student data correlations annually to determine the effectiveness of the additional calendar days. <p>The school calendar for the upcoming school year will be developed by February 1st of the current year by the SLT. The SAC will provide feedback on the calendar and the SLT will finalize by March 15th of the current year.</p> <p>8-1-2 Non-Student Contact Days.</p> <p>The principal and ILT will plan the content of the professional development days throughout the school year to include professional development, directed planning and self-directed planning consistent with the school's mission and vision and UIP. Non-student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days that are distributed throughout the entire calendar year.</p> <p>8-1-2-3</p> | <p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 1-8: Definition of "School Year" <input checked="" type="checkbox"/> Article 8-1-1 <input checked="" type="checkbox"/> Article 8-1-2 <input checked="" type="checkbox"/> Article 8-1-3 <input checked="" type="checkbox"/> Article 8-1-4 <input checked="" type="checkbox"/> Article 8-1-5 Professional Standards-Calendar Subsections <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact <input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year" |

¹ The template lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourages schools to only select flexibilities that support the school.

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| | <p>The ILT with SLT feedback shall create a schedule that provides educators with the time during school hours to grade school/grade level required assessments that require manual educators scoring.</p> <p>The school shall develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan, provided it meets or exceeds the minimum standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.</p> <p>8-1-4 Evening Meetings.</p> <p>SLT will set the afterschool events required by all staff. Each educator may be required to attend up to 4 evening events per school year as part of the contracted time. Historically these events have included: Back to School Night, Winterfest, International Night, and Literacy Night.</p> | |
| <p>Schedule & Professional Standards</p> | <p>In addition to the calendar flexibilities listed above for the school year, Montclair will also have 1 day per month early release for the purpose of vertical teaming and collaboration and inclusion planning between homeroom teachers, special educators, and MLL teachers. This will allow staff to have dedicated additional planning time in addition to their 300 minutes per week. Substitutes will not be necessary as students are dismissed and this planning occurs afterwards. School will dismiss at 1:10 pm on early release days. State Statute 22-32-109 states the minimum days for elementary school at 160 days and hours of instruction at 990 hours. With our flexibility, Montclair exceeds the State Statute:</p> <p>Montclair Days of Teacher-Pupil Instruction: 172 days Montclair Minutes of Teacher-Pupil Instruction: 1201 hours</p> <p>Educators shall receive a minimum of 200 minutes of self-directed instructional planning time per week. Within those self-directed minutes, each teacher shall receive a minimum of 40 uninterrupted, self-directed instructional planning time per day, scheduled during the school contact day. Classroom transition time shall not be part of the weekly self-directed instructional planning time. Educators whose annual contract is less than full-time shall have prorated instructional planning time according to their contracted rate. Educators will have an additional maximum 100 minutes of directed common planning time or data teams. Included in the maximum minutes of directed time, staff may receive up to 60 minutes per week of professional development during staff meetings.</p> | <p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 1-8: Definition of "School Year" <input checked="" type="checkbox"/> Article 8-3 <input checked="" type="checkbox"/> Article 8-7 <input checked="" type="checkbox"/> Article 8-10 Professional Standards-Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109(1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact |

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| | <p>SSPs may be assigned duties as necessary to operationally run the building and will be given duties that align to their role supporting students in coping, forming healthy relationships, and developing self-regulation and social skills. Special educators and SSPs, and 504 coordinators (who are not special educators or SSPs) will have up to 4 school days a semester of release time to work on IDEA and Section 504 compliance mandates. Days can be completed in whole or half-day increments. Release time must be pre-arranged and approved with the principal at least two weeks in advance and staff members cannot take the release time on the same day.</p> | |
| <p>Extra Duty Compensation</p> | <p>Montclair has the authority to determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, clubs, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to our SAC and HR for annual review and approval. The compensation philosophy must be shared with the school's HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school's HR partner for review by March 1st.</p> <p>Pursuant to state law, the DPS board will delegate the duty specified in 22-32-109(1)(f) to the innovation school. The Office Support II will oversee the submission of additional hours worked for staff members through True Pay no later than the Friday of the week those additional hours were worked. The principal will work with Office Support II to ensure that all stipends are provided to eligible staff which may include DCTA, DPNSE, and DAEOP.</p> <p>Montclair will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p> <p>Proposed Compensation Philosophy Draft</p> <p>Our Compensation Plan is being revised and presented to SAC for approval.</p> | <p>CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> DCTA - Article 28: Extra Duty Compensation <input checked="" type="checkbox"/> DFPNSE - Article 19: Compensation <input checked="" type="checkbox"/> DAEOP - Article 10.2: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay |
| <p>Curriculum and Assessment</p> | <p>Montclair will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum</p> | <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational |

| | <p>outside of this process. If curriculum flexibility is not provided by DPS, Montclair will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>ILT will evaluate the curriculum's ongoing effectiveness and cultural sustainability. When a new curriculum is considered outside the DPS flexibilities, ILT will solicit input from teaching staff who will potentially implement the curriculum. Any new curriculum will be chosen from the state's approved curriculum list. ILT will evaluate the curriculum during quarterly data cycles using Montclair's approved assessments, ensuring that the curriculum is advancing student achievement.</p> <p>ILT will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, we will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Current selections for curricula:</p> <table border="1" data-bbox="321 863 1166 1325"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>SEAL</td> <td>Changing Perspectives</td> </tr> <tr> <td>ECE</td> <td>TS Gold Teaching Strategies</td> </tr> <tr> <td>K-5 Literacy</td> <td>CLKA</td> </tr> <tr> <td>K-5 Math</td> <td>IM Math</td> </tr> <tr> <td>K-5 Social Studies</td> <td>Amplify</td> </tr> <tr> <td>K-5 Science</td> <td>Amplify</td> </tr> </tbody> </table> <p>Current selections for assessments:</p> <table border="1" data-bbox="321 1430 1166 1696"> <thead> <tr> <th>Assessment Subject</th> <th>Assessment Type</th> </tr> </thead> <tbody> <tr> <td>ECE, Kindergarten</td> <td>TS Gold</td> </tr> <tr> <td>Literacy</td> <td>DIBELS</td> </tr> <tr> <td>Math</td> <td>iReady</td> </tr> </tbody> </table> | Curriculum Subject | Commercial Program Name | SEAL | Changing Perspectives | ECE | TS Gold Teaching Strategies | K-5 Literacy | CLKA | K-5 Math | IM Math | K-5 Social Studies | Amplify | K-5 Science | Amplify | Assessment Subject | Assessment Type | ECE, Kindergarten | TS Gold | Literacy | DIBELS | Math | iReady | <p>Program and Prescribe Textbooks; <input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</p> |
|-----------------------|---|--|-------------------------|------|-----------------------|-----|-----------------------------|--------------|------|----------|---------|--------------------|---------|-------------|---------|--------------------|-----------------|-------------------|---------|----------|--------|------|--------|--|
| Curriculum Subject | Commercial Program Name | | | | | | | | | | | | | | | | | | | | | | | |
| SEAL | Changing Perspectives | | | | | | | | | | | | | | | | | | | | | | | |
| ECE | TS Gold Teaching Strategies | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Literacy | CLKA | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Math | IM Math | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Social Studies | Amplify | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Science | Amplify | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Subject | Assessment Type | | | | | | | | | | | | | | | | | | | | | | | |
| ECE, Kindergarten | TS Gold | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | DIBELS | | | | | | | | | | | | | | | | | | | | | | | |
| Math | iReady | | | | | | | | | | | | | | | | | | | | | | | |
| Professional Learning | <p>To support the unique needs of our school in academics, equity, and social-emotional learning, Montclair may host our own professional learning days rather than attend district</p> | <p>State Statute: <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and</p> | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>scheduled professional learning. Our professional development days will:</p> <ol style="list-style-type: none"> 1. Respond to our student needs based on data. 2. Provide opportunities for staff to plan together in grade level, vertical, or inclusion teams. 3. Provide professional development on curriculum specifically selected by Montclair if different from district. 4. Focus on our values of equity and diversity in order to continue to improve our practice in closing historic opportunity gaps of marginalized groups. 5. Engagement in long-term planning to ensure that we are fulfilling our mission and vision of Montclair. <p>If district professional learning covers new curriculum training on core curriculum or interventions, staff may be asked to attend those sessions. School staff will still complete all training related to health, safety, and other legal compliance such as special education and multilingual education.</p> <p>Additionally, we will implement up to 3 additional professional learning days throughout the school year. Each year the SLT will determine an early release schedule. These days will be scheduled as a part of calendar development.</p> <p>ILT will determine the quality of Professional Learning through staff feedback, data cycles, and the impact on assessments. This will allow Montclair to differentiate Professional Learning based on what the data cycle and assessments show are the areas of need for Montclair’s students. The assessments and data are based on the state’s current standards and will ensure that professional learning will meet or exceed quality benchmarks.</p> <p>LT will determine the quality of Professional Learning through staff feedback, data cycles, and the impact on assessments. This will allow Montclair to differentiate Professional Learning based on what the data cycle and assessments show are the areas of need for Montclair’s students. The assessments and data are based on the state’s current standards.</p> | <p>Prescribe Textbooks;</p> <p><input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</p> |
| <p>Supplemental and Enrichment Programming</p> | <p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate unless otherwise required by law, including but not limited to: specials (PE, STEAM, Art, Performing Arts) teachers. Teachers hired without the teacher certificate will have two full academic years to acquire the certification. This flexibility allows</p> | <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-63-201: Employment - License;</p> <p><input checked="" type="checkbox"/> 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non</p> |

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| | <p>Montclair to hire experts in enrichment to support our mission and vision for the school.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements, including special education licensure requirements.</p> <p>ILT will determine the quality of Professional Learning through staff feedback, data cycles, and the impact on assessments. This will allow Montclair to differentiate Professional Learning based on what the data cycle and assessments show are the areas of need for Montclair’s students. The assessments and data are based on the state’s current standards.</p> | <p>certificated personnel;</p> |
|--|---|--------------------------------|

Section II: Teaching/Staffing Flexibilities

In the table below, use each prompt to describe in detail each of the school’s requested existing teaching/staffing flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

| Teaching/Staffing Flexibilities | | |
|---------------------------------|---|--|
| Flexibility Area | Detailed Flexibility and Rationale | Select Associated Waivers |
| <p>Recruitment and Hiring</p> | <p>The innovation school will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> ● In accordance with the Equal Pay for Equal Work Act, Montclair will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website. ● In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p><u>Committee Name:</u> Hiring Committee. The term “Hiring Committee” will be used in place of “Personnel Committee.”</p> <p><u>Brief Overview of Responsibilities:</u> The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The hiring committee supports the hiring process, including being part of the interview team. The school leader should include some or all members of the Hiring Committee in a particular interview panel.</p> | <p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 13-7 Hiring Timelines <input checked="" type="checkbox"/> Article 13-8 Personnel Committee |

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|--|---|---|
| | <p>Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the school leader can fill positions while making attempts to consult the Hiring Committee.</p> <p>Equity Task: We include an equity task because equitable teaching is essential. The task lets candidates show—through a short, practical scenario—how they identify barriers, design concrete, high-impact changes, and measure short-term improvement for historically underserved students. It tests real instructional skill beyond abstract promises, signals our priorities to applicants, and helps us hire educators who can meaningfully improve access and outcomes for all students.</p> | |
| <p>Reduction in Building Procedure</p> | <p>The principal in consultation with the SAC will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies in accordance with district timelines. Once the principal determines that the school will undergo a (RIBS) all candidates in a role with similar qualifications will be considered and the principal, in consultation with the SAC, will make RIBS decisions based on performance, professionalism, and merit. There will be no consideration groups taken into account.</p> <p>In line with our plan, we will make the decision based on professionalism, performance and merit. The following outlines exactly what this means for our process:</p> <ul style="list-style-type: none"> ● Performance data will be considered for the current school year and the two years prior immediately preceding the current school year. This will include LEAP Observations and any other relevant data. ● Professionalism data will be considered for the current school year and the two years prior immediately preceding the current school year. This will include Professionalism ratings and any other relevant data. ● Merit will include: specialized certifications (i.e. National Boards, Certificates); Degree certifications beyond teaching license (i.e. Special Education, Linguistically Diverse, G/T); Specialized skills/ training (i.e. courses completed, skills gained in training); and any other relevant qualifications or information. ● Montclair will follow district timelines for this process. | <p>DCTA CBA: <input checked="" type="checkbox"/> 13-9 Reduction in Building Staff (RIBS)</p> |

Section III: School Management and Leadership

N/A in this Application

Section IV: Governance and Budget Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing governance and budget flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A

| Governance and Budget Flexibilities | | | | |
|-------------------------------------|---|--|---|--|
| Flexibility Area | Detailed Flexibility and Rationale | | | Select Associated Waivers |
| School Committees | The Montclair School Leadership Team will consist of three leadership teams: School Leadership Team (SLT), Instructional Leadership Team (ILT), and School Advisory Committee (SAC). Some responsibilities listed in Article 5-5 will remain solely with the Principal. | | | District Policy: <input checked="" type="checkbox"/> BDF-R4 Collaborative School Committee (If the SLT and CSC are combined): DCTA CBA: <input checked="" type="checkbox"/> Article 5-5: School Leadership Team <input checked="" type="checkbox"/> Article 5-6: Instructional Leadership Team State Statute: <input checked="" type="checkbox"/> 22-32-126: Employment and Authority of Principals |
| | Committee Name and Acronym | Members | Brief Overview of Responsibilities | |
| | School Advisory Committee (SAC) 4 Teachers VOTED by staff. Parents (4), Community Member (1), and non-DCTA members (1) - volunteers. | 5 Teachers 1 Educational Professional 6 Parents 2 Classified Employees 2 Community Members (non-parent) Assistant Principal Principal (non-voting) | Parent, Community, and Staff Leadership and Accountability Team. <ul style="list-style-type: none"> ● Fulfills all responsibilities listed in state statute. ● See Replacement Language for Responsibilities | |
| | Senior Leadership Team (SLT) 4 Teachers VOTED by staff; 1 DCTA Representative See below for the decision making process. | Principal DCTA Rep 4 Teachers (2 Homeroom, 2 non-Homeroom) | School Planning, Culture and Bringing Teacher Voice to Table <ul style="list-style-type: none"> ● See Replacement Language for Responsibilities | |
| | Instructional Leadership Team (ILT) See below for the decision | Principal AP Senior Team Leads (STLs) | Instructional Priorities, Instructional Systems, Coaching | |

| | | |
|-----------------|--|--|
| making process. | | and Evaluation ● See Replacement Language for Responsibilities |
|-----------------|--|--|

These are the minimum duties of the CSC as described in state Statute:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.
3. Advise and make recommendations to the Principal and Principal supervisor on the school improvement plan.
4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.
5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations.
6. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:

- a. Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
- b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
- c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The Montclair SAC -School Advisory Committee - will fulfill all the duties listed for CSC as written in the statute. The SAC will make decisions by consensus. If consensus cannot be reached, the principal will have final decision making power.

In addition to the responsibilities required in state statute, the SAC will work in partnership with the District to hire the principal. The partnership between SAC and District will include the following:

- Identify 1 or more principal candidates (when a vacancy exists), including the reviewing of resumes.

- Identify an interview panel to conduct principal interviews consisting of SAC members.
- Include an Equity Task in the interview process that aligns with our Montclair Hiring Committee Protocol. This task may include how a candidate would handle a scenario at Montclair.
- SAC will be given time to debrief after initial interviews to debrief and make recommendations.
- Conduct interviews and community forums in person with translators. The community forum will include candidates' presentations, separate question and answer sessions with parents/community members and staff. Feedback and ranking will be gathered and added to the candidates portfolio.
- Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the SAC chooses, recommend a single candidate .
- The superintendent (or designee) shall make a final hiring decision from among the candidate(s) or, if the superintendent determines that no candidate is sufficiently qualified, direct the SAC to work with the District to identify additional principal candidates.

If your school is seeking this flexibility regarding your CSC/CSC-equivalent, these are the minimum statutory responsibilities of the CSC that must be preserved:

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

parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

Your CSC/CSC-equivalent must also meet the following minimum membership requirements:

1. The principal of the school or the principal's designee;
2. At least one teacher who provides instruction at the school;
3. At least three parents or legal guardians of students enrolled in the school;
4. At least one adult member of an organization of parents, teachers, and students recognized by the school; and
5. At least one person who is involved in business or industry in the community.

If your school increases the number of persons on the CSC/CSC-equivalent, the number of parents must exceed the number of representatives from the group with the next highest representation.

The SLT will meet in conjunction with the school principal at a minimum, monthly to discuss and fulfill the duties outlined in Article 8, 5 and the following waivers. They will come to a decision by consensus.

ILT will meet in conjunction with the school principal weekly or less if deemed not necessary. They will come to a decision by consensus.

ILT and SLT will meet at a minimum twice a year to discuss common duties. They will come to decisions by consensus. When SLT and ILT cannot come to a consensus for shared responsibilities, the matter will be referred to the Instructional Superintendent.

5-5-1 School Leadership Team: Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, and 4 educators representatives (other than the association representatives) who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. 2 of the educators will be selected from homeroom teachers and 2 of the educators will be selected from non-homeroom teachers.

5-5-1-2 These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. SLT elections shall take place in the month of May for a term running from June 1st through May 31st. If an election does not occur in May, the previous SLT members will continue to serve until a new election is held. If a candidate(s) are uncontested, an election will still be held. The DTCA rep will be responsible for the administration of the election. The SLT will seek to operate in an environment marked by mutual support and respect.

5-5-2 When SLT and ILT cannot come to a consensus for shared responsibilities, the matter will be referred to the Instructional Superintendent.

5-5-3

Review data and collaborate in the development of the Unified Improvement Plans (or future equivalent): **ILT Develops, SAC and SLT provides feedback.**

b. Review and collaborate on the design of the school's schedule, including but not limited to:

- student schedule; **ILT and SLT**

- school-based educator schedule; **ILT and SLT**

- parent teacher conferences; **SLT**

- school-sponsored events; **SLT**

- the design of and schedule for the professional development plan within the 40 hour work week, such as the use of non-student contact days with the exception of District-directed professional learning days. The SLT shall take into consideration other professional development and educator obligations in scheduling this time; **ILT (not SLT)**

ILT will determine the quality of Professional Learning through staff feedback, data cycles, and the impact on assessments. This will allow Montclair to differentiate Professional Learning based on what the data cycle and assessments show are the areas of need for Montclair's students. The assessments and data are based on the state's current standards.

- Other operational and professional functions (e.g., committee meetings, faculty/staff meetings, grade-level meetings, vertical team meetings, departmental meetings, planning with instructional personnel, data teams); **ILT with SLT Feedback**

- Contingency plans for lack of substitute teachers in order to assure equitable impact and implementation. This shall include administration and ILT covering classes as a first measure, in addition to splitting classes into other homerooms. See compensation plan for splitting classes pay ; **SLT**

Heat Related Closure or Early Release **Principal and Facility Manager (not SLT)**

Review and collaborate on the implementation of the instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the educator work week; **ILT (not SLT)**

| | | |
|---|--|------------------------------|
| | <p>d. Collaborate to identify strategies for increasing enrollment at the school; SAC (not SLT)</p> <p>e. Collaborate to develop communication strategies for regularly reporting student progress to parents/families; SLT</p> <p>f. Collaborate to implement best instructional practices; ILT (not SLT)</p> <p>g. Plan to identify and reduce non-essential work requirements; SLT</p> <p>h. Review and approve written proposals from a teacher requesting that they be permitted to substitute a planned Professional Development session with a proposed alternative because the planned session is not related to the teacher's content area (e.g. tabletop arrangement PD for the swimming teacher is not reasonably related); the ILT (not SLT) shall develop procedures regarding such requests; and</p> <p>i. Perform additional duties as outlined in Article 8. SLT</p> <p>J. Collaborate on the school-wide learning cycles and observation cycles for the year. ILT and SLT</p> <p>K. Additional Responsibilities: Provide feedback and recommend updates to school-wide systems. - SLT</p> <p>L. Additional Responsibilities: Set Innovation calendar for the upcoming school year and incorporate feedback from SAC. - SLT (SLT primary, SAC feedback)</p> | |
| <p>Budgeting on Actual Teacher Salaries</p> | <p>Montclair currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Montclair to spend any additional budget on resources to support student learning and wellbeing. Following the district and school value of Equity, we use the additional funds to ensure that we have the staff and the instructional resources to meet all of our student needs.</p> | <p>No Associated Waivers</p> |

- a. The Montclair School of Academics and Enrichment's innovation plan utilizes a budget approach based on actual teacher salaries rather than district averages, which allows the school to redirect additional funds toward resources that directly support student learning and wellbeing. This strategy is essential for advancing equity, as it ensures the school has the specific staff and instructional resources needed to meet the diverse requirements of its student population. Furthermore, the plan empowers the School Advisory Committee (SAC) to recommend spending priorities to the principal, ensuring that the budget remains community-driven and focused on the school's unique mission. Additionally, the school maintains the flexibility to develop its own "Compensation Philosophy" for extra-duty pay, enabling it to incentivize roles and activities—such as tutoring or specialized coaching—that

align with its innovation goals. Ultimately, the proposed budget accounts for all innovation-related costs to maintain high standards of accountability and efficiency.

Three Year Budget Snapshot

| MONTCLAIR SCHOOL OF ACADEMICS & ENRICHMENT | | | | | |
|---|--------------|--------------|-----------------------|--------------|--------------|
| ALLOCATION | | | | | |
| Funding Sources | FY26 | FY27 | Estimated FY28 | YoY % | Notes |
| SBB Base (includes FA Adjustment) | \$ 2,185,995 | \$ 2,094,047 | \$ 2,094,047 | -4.2% | |
| General Fund | \$ 1,083,716 | \$ 1,058,658 | \$ 1,058,658 | -2.3% | |
| Mill Levy | \$ 703,153 | \$ 646,233 | \$ 646,233 | -8.1% | |
| Title I | \$ 165,196 | \$ 175,675 | \$ 175,675 | 6.3% | |
| ECE | \$ 320,221 | \$ 325,329 | \$ 325,329 | 1.6% | |
| Tiered Support | \$ - | \$ 60,000 | | | |
| Other | \$ 16,189 | | | -100.0% | |
| All Other Fall Adj (excl CF, BA) | \$ - | \$ - | \$ - | | |
| Sub Total | \$ 4,474,470 | \$ 4,359,942 | \$ 4,299,942 | -2.6% | |
| Forecast Input | | | | | |
| Reserve | \$ 294,000 | \$ 390,000 | \$ 200,000 | | |
| Carry Forward | \$ 144,685 | | | -100.0% | |
| Budget Assistance | \$ 80,220 | | | -100.0% | |
| Small School Grants | \$ 135,000 | | | -100.0% | |
| PTA/PTO/Misc Fund 13 | \$ - | \$ - | \$ - | | |
| Other Changes (TLC, MLE, etc.) | \$ - | | | | |
| Projection Feedback Adjustment | | \$ - | \$ - | | |
| Input Sub Total | \$ 653,905 | \$ 390,000 | \$ 200,000 | -40.4% | |
| Total Resources | \$ 5,128,375 | \$ 4,749,942 | \$ 4,499,942 | -7.4% | |

Section V: Proposed Flexibilities (Optional)

N/A in this Application

Section VI: Innovative Practices Outside of Waivers (Optional)

N/A in this Application

Innovation Plan Waivers

In order to implement their desired flexibilities, innovation schools may request waivers from district policies, state statute and rules, and from applicable collective bargaining agreements. The school is responsible for identifying the flexibilities that would best support the school, while district staff will support the school in developing the specific waivers and replacement plan language that would enable the school to best access those flexibilities. Once you have determined the flexibilities your school would like to pursue, the Authorizing & Accountability Office will identify the necessary waivers to implement your flexibilities and develop the exact replacement policy language, in consultation with the school to ensure it accurately represents the desired flexibility. For information on current flexibilities for innovation schools, see the [Innovation Guidebook](#). Once you have developed your draft innovation plan, the specific waivers will be inserted at the end of the plan.

In developing an innovation plan, schools should be aware that federal requirements cannot be waived under the Innovation Schools Act process. This would include, for example, provisions of the Individuals with Disabilities in Education Act and Every Student Succeeds Act. In addition, the following state laws and regulations may not be waived (this list is not exhaustive):

- Public School Finance Act of 1994 (article 54 of title 22, C.R.S.);
- Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.);
- Data for school performance reports, including state assessments (Part 5 of Article 11 of Title 22, C.R.S.);
- Fingerprinting and criminal history record checks of educators and school personnel;
- Children’s Internet Protection Act (article 87 of title 22, C.R.S.); Requirement to post online the list of waivers that have been obtained;
- State assessments (22-7-1006.3, C.R.S.);
- School Accountability Committees (22-11-401, C.R.S.);
- Requirement to post online the list of waivers that have been obtained (22-44-305, C.R.S.);
- Notification to parents of alleged criminal conduct by school employees (22-1-130, C.R.S.);
- Requirements concerning suspension and expulsion of students in preschool through second grade (22-33-106.1, C.R.S.);
- Provisions concerning discrimination based on hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race (22-30.5-104(3),C.R.S., 22-32-110(1)(k), C.R.S., 22-63-206(1), C.R.S.); or
- Any statutes that are not included in Article 22, including but not limited to the Public Employees’ Retirement Association Act (Article 51 of Title 24, C.R.S.).

In accordance with the DPS Board’s [Executive Limitation 12 \(Employee Treatment\)](#), further explained in [this memo](#), the Superintendent will not recommend approval of any innovation plan that seeks to waive:

- The Teacher Employment Compensation and Dismissal Act (TECDA), with the exception that schools may continue to seek waivers of C.R.S. 22-63-201, which permits flexibility on licensure for non-core content subjects and C.R.S. 22-63-402, which pertains to supplemental compensation;
- The following articles of the DCTA collective bargaining agreement
 - Article 7 (grievance rights);
 - Article 8-1 (Contract Year), (subsections to 8-1 will still be waivable);
 - Article 10 (Performance Improvement Process);
 - Article 11 (complaints against teachers); and/or
 - Article 30 (Professional Compensation System).

Additionally, in accordance with [ADE-R](#), the Superintendent will not recommend approval of innovation plans that seek to waive any of the following DPS Policies:

| | |
|-----------|---|
| AB | School Performance Framework |
| ABA | School Performance Compact |
| ADE | Innovation in Education |
| AF | Charter Quality Authorizing Policy |
| EBAB | Hazardous Materials and Asbestos Management |
| ECA | Building Safety and Security Policy |
| FAP | Facility Allocation Policy |
| FF | Naming of Facilities |
| FN | Shared Campuses |
| FN-R | Regulation regarding Shared Campuses |
| IHBHD | Gilliam Center |
| IKE/IKE-R | Promotion, Retention and Acceleration of Students (specifically the requirement that parents/guardians agree with a retention decision) |
| JC | Student Assignment |
| JC-R | Regulation for Student Assignment |
| JF | Admission and Denial of Admission |
| JK | Student Conduct and Discipline Procedures |
| JK-R | Student Conduct and Discipline Procedures Regulation |
| JKA | Restraint of Students |
| JKA-R | Restraint of Students Regulation |
| JFABD | Homeless Students |
| JFABD-R | Regulation for Implementation of Homeless Student Policy |
| JFABE | Students in Foster Care |
| JFABE-R | Students in Foster Care Regulation |
| JHB | Student Attendance and Truancy |
| JHB-R | Regulation for Student Attendance |
| JHB-R2 | Attendance Procedures for Different Learning Environments |
| JICF | Gang Activity Prevention |
| JICG | Use of Tobacco by Students |
| KDE | Emergency Management |
| EEA | Transportation |
| EEA-R1 | Regulation for Transportation of Students in School Buses |
| EEA-R2 | Student Transportation in Private Vehicles |

Calendar

DCTA CBA:

- [Article 1-8: Definition of "School Year"](#)
- Article 8-1-1
- [Article 8-1-2 Professional Learning Days/Parent Conference Day](#)
- Article 8-1-3
- Article 8-1-4
- Article 8-1-5

State Statute:

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

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

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

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

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

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

8-1-2 & 3 - In addition to the district's professional learning days, a maximum of 3 more additional professional learning days will be scheduled each year. If the contract year is extended, teachers will be compensated for additional professional learning days at their regular rate. Any professional development days that do not coincide with those of the district, will be scheduled with input from the

CSC to better serve the school community. Notice of professional development days will be provided at least ninety (90) days prior to the end of the school year.

8-1-4 - Aside from the standard 40-hour work week, educators may also be required to participate in 4 number of evening events as part of their contractual obligations.

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

Schedule

DCTA CBA:

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

State Statute:

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

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

8-3 Self-Directed Planning Time - Educators shall receive a minimum of 300 minutes of self-directed instructional planning time per week. Within those self-directed minutes, each teacher shall receive a minimum of 200 uninterrupted, self-directed instructional planning time per day, scheduled during the school contact day. Classroom transition time (shall/shall not) be part of the weekly self-directed instructional planning time. The 20 minutes before and after the bell will be counted toward this time. Educators whose annual contract is less than full-time (shall/shall not) have prorated instructional planning time according to their contracted rate.

8-7 Non-Teaching Duties - 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 2 consecutive semesters, unless the teacher agrees to such assignment. Reassignment to such non-teaching duty can only be after an interim of at least 2 consecutive semesters

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

Extra Duty Compensation

DPS CBAs:

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

State Statute:

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

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

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

Curriculum and Assessment

State Statute:

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

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district's curriculum and assessment flexibility process as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

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

Professional Learning

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

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As

described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

The school will continue to follow the district's curriculum and assessment flexibility process.

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

Supplemental and Enrichment Programming

State Statute:

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

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

Recruitment & Hiring

DCTA CBA:

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

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

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

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

Reduction in Building Procedure

DCTA CBA:

- [13-9 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-9.

School Governance and Committees

District Policy:

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

(If the SLT and CSC are combined):

CBA:

- [Article 5-5: School Leadership Team](#)
- [Article 5-6: Instructional Leadership Team](#)

(If the CSC is more involved in principal hiring)

State Statute:

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

*The School will utilize innovation status to **combine the School Leadership Team and the Collaborative School Committee, creating the Collaborative School Committee (SAC).** The CSC will comply with State Law on School Accountability Committees (summarized below).*

The **Collaborative School Committee (CSC)** will operate **in full compliance with District Policy BDF-R4** and all state laws governing School Accountability Committees, including C.R.S. 22-11-401 and 22-11-402. The CSC will continue to serve as the School Accountability Committee and will perform all required responsibilities related to school improvement, budgeting, accountability, and parent engagement.

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

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

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

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

The CSC will not:

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

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

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

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

Montclair School of Academics and Enrichment Community Support Statement

Montclair brought the community together to explore our shared identity, values, and what this school represents for students, families, and educators. The innovation process was discussed across multiple stakeholder groups, including Network 2 community leaders, prospective educators and families, with input from DPS Board officers, administrative staff, DCTA representatives, and Montclair leadership.

Collectively, the committee engaged in one community conversation(s) with residents, parents, teachers, and local partners to strengthen relationships and ensure that the school's innovation model reflects the community's vision and priorities.

The innovation process and Montclair's innovation status were discussed throughout these conversations to promote understanding of how the process supports the school's unique model. In the month of November, the innovation process and a draft of the innovation plan were shared, along with CDE/DPS resources, for hired staff to review independently. In the month of December, the school hosted an optional question-and-answer session for all hired staff regarding the innovation plan application, offering an additional avenue for clarity and engagement. In the month of February, a consent vote was held for all staff after full onboarding, allowing time for clarifying questions, feedback, and comments before the official voting process began.

This process reflects Montclair's commitment to transparency, collaboration, and authentic community partnership in shaping an innovative learning environment that reflects the voices and aspirations of those it serves.

| Engagement Opportunity | Participation Structure and Attendees | Links |
|------------------------|--|---|
| Staff Engagement | ALL Staff Meeting 1:20pm on 11/6 in the library | Feedback: link Slideshow |
| Community Engagement | Community Meeting in the auditorium 11/10 5:00pm-5:40pm | Link Link |
| Statement of Support | Staff and Community | <i>Please see the above statement.</i> |