



2022-2023
Compassion Road Academy
Innovation School Renewal Application

Table of Contents

[Table of Contents](#)

[Application Directions](#)

[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 \(Optional\)](#)

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

Letter to your School Community

To Whom It May Concern:

Thank you for reviewing our Innovation School renewal application. As the new leader of Compassion Road Academy, I am in a unique position when it comes to the priorities and adjustments in our application for innovation status. I was drawn to Compassion Road based on the original mission and reputation of this unique model. I have also had the last semester to take note of what systems and structures can be updated to best serve our students. In collaboration with the existing team, I have been able to bring some fresh perspective while also honoring what has been built and nurtured at CRA for the last 9 years. The in-building DCTA representative and I have worked closely on the application and have received feedback from the School Leadership Team, our full staff, students and the Collaborative School Committee.

Why is it important for the school to continue to have innovation status?

Compassion Road is grounded in the motto that we provide students with the support they deserve to pursue the dreams of their hearts. The 1-1 counseling model, our focus on trauma-informed teaching, ensuring the Equity Experience PD is a whole staff priority, and our restorative approach to conflict resolution have earned us the reputation across the district as THE pathway school for mental health support. It is because of the unique flexibilities that the Innovation Plan provides that we are able to break ground in terms of truly caring for the "whole child." We track social emotional/mental health data and it is clear that our unique approach is working in bringing about healing and resolving incidences of depression, anxiety and trauma. Our model is based on the research that a healthy body and spirit nurture the intellectual side of our being.,

The Innovation Plan allows us to support a variety of programs and opportunities for our students and their families. The scheduling flexibilities support our renowned Enrichment Program period of the day, when students -- and staff if they choose -- can engage in the self care and mindfulness that pursuits such as yoga, outdoor adventure, mindful coloring and music production can nurture. Innovation status has also given CRA flexibility with teacher and staff schedules/work year which support them; we show up to work ready to care for and teach some of the most at-risk and marginalized students in Denver Public Schools. Returning to school with more planning days than the contracted five, and providing for two additional PD days throughout the year allow us to support our teachers with compassion fatigue, innovative planning for credit recovery and creative brainstorming for Enrichment classes. We work tirelessly to support a culture of healing and academic equity and achievement; the Innovation Plan is the foundation for us to do so.

What has changed in the plan and why? CRA is committed to supporting teachers, who in turn are in a better position to support our students. The changes in this updated plan align with district guidance on how many additional non-student contact days can be added into the school year. Based on our SPF rating, CRA will propose two. Rather than returning a full five days prior to the official DPS start date for teachers, CRA will propose a return three days earlier to focus on additional trauma-informed PD and staff culture building. We believe this strikes a work-life balance for teachers.

What are the most important uses of innovation at your school? How do these uses benefit students, staff, or the school? In addition to adjusting the teacher return to work data in August and allowing for two additional teacher planning days throughout the year, amending the teacher workday to allow for a shortened lunch for students is a key piece of the Innovation Plan. The Enrichment Program at CRA is an important support as well as a marketing draw in our recruitment of students. A shortened lunch period allows for us to schedule this Enrichment period while also offering the number of courses for students who need to catch up on credits. Many of our students come to Compassion Road due to attendance issues at their previous school. Maintaining a closed campus and a shorter lunch is an important logistical support for our students and staff. Innovation Status allows for this scheduling flexibility.

How were staff and stakeholders engaged in the development of the plan? In October, the DCTA in-building representative led a whole-staff professional development to outline the timeline for Innovation renewal and to invite any interested staff member to participate in the process. Beginning in December, Innovation Plan updates have been a regular agenda item at the weekly School Leadership Team meetings and the monthly Collaborative School Committee meetings. The CSC is comprised of various stakeholders, including parents, students and community members. On February 1, the principal and the DCTA representative presented to the whole staff and opened the timeline for comment. On March 24th the final application will be submitted to the Office of Innovation. After which the school and the Office of Innovation will enter into a period of edits and resubmission, until all stakeholders have agreed upon the presented language in the plan. Also, what about students and parents?

Innovation Plan Narrative

School Mission, Vision, and Values

- a. Describe the school's mission, vision, and values, as well as its school model.
 - i. Mission: The mission of the Compassion Road Academy is to educate the "whole child" so they become conscious, competent, empowered self-advocates. We provide a holistic, safe, nurturing and academically rigorous environment that encourages internal transformation and healing. Students are met at the door with complete acceptance. Students, parents and staff are an integral part of our community anchored in the spirit of compassion for all.
 - ii. Vision: At Compassion Road Academy, we are dedicated to ensuring that students have the support they deserve to pursue the dreams of their heart.
 - iii. Values: Compassion Road Academy shares the same core values of Denver Public Schools: Students First, Integrity, Equity, Collaboration, Accountability and Fun. Examples of how these values show up in the day-to-day operations and interactions at our school. Some examples include how our students are supported and empowered to advocate for themselves. Our Breaks for Peace system, their access to 1-1 mental health providers, restorative practices, advisement and enrichment are examples of how we put our students' needs first. As a majority-minority school with 90% of students eligible for free-reduced lunch, equity is a value at the foundation of every system, building culture and professional development focus. We collaborate internally as a close-knit team who gets to know the specific strengths, challenges and needs of every single student; we also collaborate with outside resources to ensure our students have access to community resources at Denver Health, The Village at CLA, sports with other high

schools and activities with our Enrichment partners. We are accountable; one of our mottos is, “if not us, then who?” We take our role as an alternative to the “traditional” high school experience very seriously. We must be the school that can come up with supports and solutions for DPS students who may not have been successful in other learning environments.

- b. How will innovation status (including the specific flexibilities identified in the plan) support the school with implementing its school model and achieving its mission, vision, and values? As described in the letter to the community above, the Enrichment Program and the 1-1 mental health model are contingent on the flexibilities outlined in this proposed plan. The Compassion Road Academy model, mission and vision can be implemented with fidelity when we have flexibility (see specific waivers in this proposed plan).
- c. In support of this summary, you may also attach any relevant school planning documents (UIP, SSP, comprehensive school design documents, etc.) that already include this information rather than restating it in the innovation plan.
 - i. [HERE](#) is a link to the CRA UIP Executive Summary for 22-23. Updated UIP One document will be linked by June 12, 2023.
 - ii. [HERE](#) is a link to the CRA Black Excellence Plan for 22-23. Updated version for 23-24 will be linked by June 12, 2023.

Innovation Plan Goals

- a. *At renewal, all schools will be considered based on their progress towards district goals, as set in Board policy ADE-R.* Please detail any additional specific measurable goals you will use to measure the academic performance of the school as a result of implementing this innovation plan, including current performance in those areas.
 - i. CRA's [Major Improvement Strategies](#) align with the DPS [District Priorities](#) for 22-23 as well as the proposed [District Priorities for 23-24](#).
 - ii. The [District Priorities for 23-24](#) focus on TSEAL strategies and “increase[d] access for students to enhanced academic programming opportunities during the school day and out of school time.” These priorities align directly with the proposed Innovation Plan; enhanced academic programming is our Enrichment Program, and our mental health focus and clinical model support the district priorities:
 - **Continuous Improvement:** social-emotional and mental health data
 - **Safe and Welcoming:** Implement SEL curriculum that supports students' social emotional well being and agency
 - **Engagement with Grade-Level Texts and Tasks:** Implement the integration of TSEAL competencies into core instruction
- b. How will innovation status (including the specific flexibilities identified in the plan) support the school with accomplishing goals set by the district, goals set in the innovation plan, and improving outcomes for students?

Definition for Innovation Schools:

The Innovation Schools Act provides a pathway for schools and districts to obtain greater individual school autonomy and managerial flexibility in order to implement diverse approaches to learning. The Act allows schools greater control over matters such as educational programming, personnel selection and evaluation, calendars and scheduling, and budgeting. Under the Act, a public school or group of public schools may submit an innovation plan to a local board of education outlining the innovative practices the school or schools intend to implement and identifying the state laws or rules and local policies that the school(s) seek to waive. Once approved by a local board of education, the district

submits the innovation plans and waiver requests to the Colorado State Board of Education for approval.

Compassion Road Mission Statement:

The mission of the Compassion Road Academy is to educate the “whole child” so they become conscious, competent, empowered self-advocates. We provide a holistic, safe, nurturing and academically rigorous environment that encourages internal transformation and healing. Students are met at the door with complete acceptance. Students, parents and staff are an integral part of our community anchored in the spirit of compassion for all.

How this plan demonstrates that Innovation Status is crucial to Compassion Road:

This plan demonstrates why Innovation Status is crucial to the mission of Compassion Road Academy in two primary ways: the Mental Health Program and the Enrichment Program. Compassion Road Academy supports an extensive therapeutic program. CRA employs one full time Licensed Clinical Social Workers who supervises between 6 and 8 mental health interns who are working on finishing their Master’s programs. Our social worker will also support the mental health minutes that are often written into the IEPs of our SPED students. Under the supervision of the School Social Worker, the interns provide 1-1 mental health support to students in need. These meetings are tracked and the information is kept in confidence; however it is used to develop an individualized clinical plan for each student. It will be recommended to some of our students that they meet with their intern mental health provider once a week, others once every two weeks and still others once a month. This plan is dynamic and fluid as the circumstances in our students’ lives change. In addition, students are encouraged to attend various support groups; i.e. grief and loss groups, addiction counseling and education groups, difficult relationship groups, etc... Further, we have crisis counseling available every hour of the day and it is accessed through our “Break for Peace” process. We also have a focus on mindfulness meditation practices school wide. Our Enrichment program that occurs four days a week also provides unique opportunities for our students to participate in creative, healthy pursuits that focus on health and wellness and “fun” -- all of which have been proven to support wellness and optimal brain functioning. These classes, while led by non-traditional providers, are credit bearing with credits going into the elective pool for graduation. They are graded on a pass-fail basis primarily focused on positive and consistent participation and growth. Each Enrichment provider comes with special expertise and certifications. All of our providers are required to go through an extensive background check through Denver Public Schools. The majority of these providers are Independent Contractors with contract agreements through the Denver Public Schools.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Math and Literacy Competency as measured by Capstone task and Concurrent Enrollment. Aligns with 23-24 District Priority of Continuous Improvement Structures & Routines: Implement teaching and learning cycles that include	Class of 2022: 80% of graduates demonstrated competency in English or Math through either	The number of students who demonstrate competency in English through CE or Capstone will increase by 10%	The number of students who demonstrate competency in English through CE or Capstone will	The number of students who demonstrate competency in English through CE or Capstone will increase by 1% to 93% for the class of

<p>a system for administering and analyzing student data in order to drive grade-level instruction and individualized support for students including:</p> <ul style="list-style-type: none"> ○ academic assessment data (formative and summative) ○ student work 	<p>Capstone tasks or Concurrent Enrollment courses</p>	<p>to 90% for the class of 2023 from the baseline of 80% for the class of 2022.</p>	<p>increase by an additional 2% to 92% for the class of 2024 from the baseline of 80% for the class of 2022</p>	<p>2025 from the baseline of 80% for the class of 2022.</p>
<p>Attendance/Engagement: Aligns with District priority of Safe and Welcoming Environment School Cultures meet students' needs socially, emotionally and academically. Improving school culture will</p>	<p>70% as of 3/4/23 attendance</p>	<p>Attendance will improve by 3% by the end of the 22-23 school year</p>	<p>Attendance will improve by an additional 2% by the end of the 23-24 school year</p>	<p>Attendance will improve by an additional 1% by the end of the 24-25 school year.</p>
<p>Academic elective credit earned through the Enrichment period aligns with High Quality, Rigorous Culturally and Linguistically Responsive Instruction:</p> <ul style="list-style-type: none"> ● Implement the integration of TSEAL competencies into core instruction ● Increase access for students to enhanced academic programming opportunities during the school day and out of school time 	<p>Class of 2022: 27% failure to earn elective credit in Enrichment period.</p>	<p>Class of 2023, reduce failure to earn credit rate by 3%.</p>	<p>Class of 2024, reduce failure to earn credit rate by 2%.</p>	<p>Class of 2025, reduce the failure to earn credit rate by 1%.</p>

Innovation Plan Onboarding

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

New staff and new hires at the time of job offer will be given the following information regarding the Innovation Plan: what Innovation Status is and how this allows for expanded programing at Compassion Road. This will be completed by the New Teacher Ambassador / school based hiring committee.

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

Upon in-person interview new leader hires will be asked by the school based portion of the hiring committee if the new hire has read the current Innovation Plan in its entirety. At which point if the candidate indicates they have not, they will be asked to read it completely before progressing in the process. If the candidate indicates that they have read the plan in its entirety, the candidate will be asked to describe their view of innovation and how it aligns with the mission of Compassion Road Academy.

Upon job offer, or within 2 weeks of accepting, the new leader hires will be directed to the DCTA building level representative for definitions of the school's mission, innovation status, and how innovation status underscores the mission of Compassion Road Academy. Furthermore, if the building level DTCA representative is continuous from the period of Innovation Plan Renewal, the representative will, with a representative form the Office of Innovation, guide the new leader through the waivers in the current plan as well as all current language in the plan.

Should the building level DCTA representative not be continual from the time of renewal, they shall seek information regarding waiver language and the Innovation Plan in its entirety on their own merit before becoming involved in the hiring process of a new leader.

Should there be no building level representative at the time of new leader hire, the party responsible for hiring at the building level will reach out to the Field Representative for the Central Region through the DTCA to guide the new leader in the process mentioned above.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	Describe which calendar flexibilities your educational program requires and provide rationale in support of those flexibilities.	DCTA CBA: <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year"

	<p>The school calendar may dictate the return of staff which are under the DCTA Bargaining Unit Contract to report up to 3 days ahead of the other Denver Public Schools employees. By reporting 3 days before the start date of all staff at Denver Public Schools. The staff under the DCTA Bargaining Agreement will have the option of waiving 3 district Teal Days which will be decided upon by SLT prior to the start of the academic school year. The two Teal Days which are non-mandatory attendance shall be salaried based on the DPS calendar, however if a teacher chooses to engage in a district Teal Day session, and or an agreed upon task or training through Compassion Academy Leadership they will be compensated as appropriate per the DCTA agreement.</p> <p>The 2 other Teal Days which are offered by the district shall be mandatory attendance for all staff under the DCTA Bargaining Unit Contract at Compassion Road Academy.</p> <p>We may schedule up to 3 Non-Student Contact Days throughout the year that will fall between quarters to allow for teacher planning. With the dynamic nature of our system of credit recovery, teacher planning between quarters is crucial to maintain the integrity of the academics at Compassion Road Academy.</p> <p>Enrichment is an essential element of our innovation plan and aligns with the 23-24 district priority to "Increase access for students to enhanced academic programming opportunities during the school day and out of school time." Depending on scheduling needs and contractor availability, there are two potential scheduling scenarios to accommodate the Enrichment period:</p> <p>Training and professional development opportunities which fall outside of the DCTA contracted academic year during the summer, and are mandated by the district, will be a unified decision from SLT, ILT, along with the DCTA Building Representative (if not already a member of the aforementioned teams) at Compassion Road Academy.</p> <p>Rationale: this will allow the maximum amount of choice for the school and voice from its employees. Likewise, this will allow the SLT, ILT along with the DCTA Building Representative (if not already a member of the aforementioned teams) to determine if these trainings are inline with the needs of the school, rather than a blanket mandate proposed by the district which may or may not align with schools needs, mission, and vision.</p>	<ul style="list-style-type: none"> • Article: 8-1-2 Professional Learning Days/Parent Conference Day <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I): Schedule and Calendar • 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact • 22-32-109 (1)(n)(II)(B): School Calendar • 22-33-102(1) Definition of "Academic Year"
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	<p>Said mandated district trainings will be moved to the scheduled times as outlined in article 8-1-3-2 in the DCTA contract, or will be of a voluntary attendance basis per the same article.</p>	
<p>Schedule/Professional Standards</p>	<p>Describe which schedule flexibilities your educational program requires and provide rationale in support of those flexibilities.</p> <p>Some examples of schedule flexibilities include:</p> <ul style="list-style-type: none"> ● Extending the workweek beyond 40 hours; ● Changes to weekly teacher planning minutes; ● Any changes to teacher class size or course load. <p>The school day shall include a period of time from 12:30-1:30 which will be for 'Enrichment' of students. 'Enrichment' is intended to provide high-interest classes, a brain break, and mindfulness activities by pre-approved instructors. Trauma-informed practices PD prove prioritizing this non-academic period will lead to positive outcomes and can close the opportunity and achievement gaps through equitable access to this type of programming.</p> <p>Because this period of 'Enrichment' falls during the middle of the contracted day, any staff who fall under the DCTA Bargaining Unit Contract and chooses to teach an Enrichment period would waive the TECDA 45 minute duty free lunch and have their lunch period replaced by a 25 minute duty free lunch. However, these teachers who opt into teaching an Enrichment period will be financially compensated at the extra duty rate of pay as decided in the DTCA contract. This would apply to days when the staff has chosen to teach 'Enrichment', and because the 'Enrichment' schedule (courses offered) changes every other day, would not apply to days when the staff would not be teaching 'Enrichment'.</p> <p>Based on contractor availability from semester to semester, or from year to year:</p> <p>Enrichment may be scheduled between the two afternoon academic periods rather than adjacent to lunch. In this case, CRA staff would waive the TECDA 45 minute continuous duty free lunch and have their lunch period replaced by a 25 minute duty free lunch at the specified lunch time. Teachers would have an additional 20 minute duty-free break during the afternoon Enrichment period. Again, teachers who opt into teaching an Enrichment period will be financially compensated at the extra duty rate of pay as decided in the DTCA contract. This would apply to days when the staff has chosen to teach 'Enrichment', and because the 'Enrichment' schedule (courses offered) changes every other day, would not apply to days when the staff would not be teaching 'Enrichment'.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of "School Year" ● Article 8-2-1 Lunch Periods <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(n)(I): Schedule and Calendar ● 22-32-109(1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact ● 22-32-109(1)(n)(II)(B): School Calendar ● 22-33-102(1) Definition of "Academic Year"

	All other aspects of Article 8 in the DCTA contract will be observed.																	
Extra Duty Compensation	Describe how staff will be compensated for extra time worked or additional responsibilities/activities through a compensation philosophy , including an overview of how the school will handle that compensation process (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?)	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> • DCTA - Article 28: Extra Duty Compensation • DFPNSE - Article 19: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay 																
Curriculum and Assessment	<p>Describe the process your school will use to select curriculum and assessments. How will you monitor these materials to ensure its ongoing effectiveness and cultural sustainability?</p> <p>Compassion Road Academy 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, Compassion Road Academy will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="342 1234 1219 1629"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>District Offered Curricula</td> </tr> <tr> <td>English</td> <td>District Offered Curricula</td> </tr> <tr> <td>Science</td> <td>District Offered Curricula</td> </tr> <tr> <td>Social Studies</td> <td>District Offered Curricula</td> </tr> <tr> <td>SEL</td> <td>District Offered Curricula</td> </tr> </tbody> </table> <p>Teachers have some flexibility as long as backward planning is being done from a district assessment. All staff are using district assessments.</p> <p>Provide the current selections for assessments:</p> <table border="1" data-bbox="342 1839 1219 1906"> <thead> <tr> <th>Assessment Subject</th> <th>Assessment Type</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Math	District Offered Curricula	English	District Offered Curricula	Science	District Offered Curricula	Social Studies	District Offered Curricula	SEL	District Offered Curricula	Assessment Subject	Assessment Type			<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
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Professional Learning	<p>Describe how your school will determine whether you will opt out of district professional development that is not aligned to your school's mission and vision. How will you ensure this professional learning is high quality and continues the professional growth of all teachers?</p> <p>Compassion Road Academy wishes to continue offering education at an accelerated pace and not adhere to the district model of two semesters. By doing so, this will allow Compassion Road to continue to operate as a credit recovery school, and allow students who are off pace to graduate with their cohort to catch up and graduate at or near their scheduled cohort.</p> <p>The school calendar will dictate the return of staff which are under the DCTA Bargaining Unit Contract to report 3 days ahead of the other Denver Public Schools employees. By reporting 3 days before the start date of all staff at Denver Public Schools. The staff under the DCTA Bargaining Agreement will have the option of waiving 3 district Teal Days which will be decided upon by SLT prior to the start of the academic school year. The two Teal Days which are non-mandatory attendance shall be salaried based on the DPS calendar, however if a teacher chooses to engage in a district Teal Day session, and or an agreed upon task or training through Compassion Academy Leadership they will be compensated as appropriate.</p> <p>The 2 other Teal Days which are offered by the district shall be mandatory attendance for all staff under the DCTA Bargaining Unit Contract at Compassion Road Academy.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards 										
Supplemental and Enrichment Programming	<p>Some schools use innovation status to hire supplemental and enrichment educators that do not hold a teacher's license.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-32-110(1)(ee): Local Board Powers-Employ 										

	<p>If your school will seek this flexibility, describe how your school will design supplemental and enrichment programming and the benefits of this programming for students¹.</p> <p>Enrichment Programming and the use of independent contractors:</p> <p>The Enrichment Program at Compassion Road Academy that occurs four days a week also provides unique opportunities for our students to participate in creative, healthy pursuits that focus on health and wellness and “fun” -- all of which have been proven to support wellness and optimal brain functioning. These classes, while led by non-traditional providers, are credit bearing with credits going into the elective pool for graduation. They are graded on a pass-fail basis primarily focused on positive and consistent participation and growth. Each Enrichment provider comes with special expertise and certifications. All of our providers are required to go through an extensive background check through Denver Public Schools. The majority of these providers are Independent Contractors with contract agreements through the Denver Public Schools.</p>	<p>teachers' aides and other non-certificated personnel;</p> <ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
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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 leave those rows blank.

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>Describe how flexibility related to hiring timelines and committees will support your school. How will this flexibility be leveraged to support equitable hiring practices?</p> <p>If your school would be best supported by the flexibility to fill summer school positions with your own staff, please provide rationale to support this flexibility.</p> <p>If Compassion Road offers summer school, we would ask for our own staff to be given first consideration to fill those positions. Based on our 1-1 mental health model and smaller size, many of</p>	<ul style="list-style-type: none"> • DCTA CBA: • Article 14-1 Summer School Teaching Positions

¹ This programming may not include core subjects, which consist of the following: Language Arts; Math; Science; Foreign language; Social Studies [Civics, Government, History, Geography, Economics]; and Arts

	<p>our students are most successful when the teacher is someone with whom they have built a relationship.</p> <p>Only in the area of Enrichment Programming, which happens 4 days a week (Monday-Thursday) does Compassion Road Academy seek waiver to hire independent contractors based on the criteria as defined in the previous section.</p>	
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Section III: Governance and Budget Flexibilities

<p>Budgeting on Actual Teacher Salaries</p>	<p>Compassion Road Academy currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows CRA to spend any additional budget on resources to support student learning and wellbeing.</p> <p>The scope of the staff at CRA is small enough that actual salary numbers will reflect years of service on an individual level offering integrity to the staff as well as remaining budget friendly.</p>	<p>No Associated Waivers</p>
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Section V: Proposed Flexibilities (Optional)

Proposed New Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
	<p>We would like to be granted a waiver for physical education.</p> <p>One of our greatest barriers is the lack of a gymnasium where students can openly move around with little to no hindrance.</p> <p>We have been forced to be really creative to fulfill the requirement, but it has led to “niche” offerings through enrichments such as yoga, rock climbing or CrossFit. These classes appeal to only a small percentage of students. These offerings are also inconsistent and limited in terms of offering credit.</p>	<p>District Policy:</p> <ul style="list-style-type: none"> • IKF - Requirements for class of 2021 and beyond • IKF - R3 Graduation Requirements - Comprehensive Health Education

	<p>The way we have offered PE “generally” is through Edgenuity. Many students struggle with the online format and it is difficult to support them in the “physical” requirements on campus.</p> <p>We feel the new Comprehensive Health requirement is better suited for our space and makes it so our students overall health education is being fulfilled without the movement demands of a physical education class.</p> <p>The waiver of the PE credit requirement would support the mission and vision of Compassion Road Academy by allowing efforts of the staff to reach the necessary depths when meeting the needs of the student body. This would be in place of hosting programming which due to limitations outside the control of the staff of CRA cannot reach the needed depth to provide an educational experience that is both inline with serving the whole child, and credit recovery.</p>	
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Section VI: Innovative Practices Outside of Waivers (Optional)

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

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	<p>Installation of an onboarding process for all new students to Compassion Road Academy which is described below:</p> <p>Before students are enrolled at Compassion Road Academy each student will be offered a tour of the campus, and a digital copy of the student handbook. A time for questions and answers will be allotted after the tour to help define the culture of the school, as well as answer early wonderings from the student.</p> <p>Should the student wish to proceed with enrollment at Compassion Road Academy an interview will be set with guardians and necessary stakeholders from the school. This will serve as a chance to get to know one another and field any questions the student may have at a more in depth level.</p> <p>The final decision regarding student admission to Compassion Road Academy will remain the sole responsibility of the administrator(s) (as well as, and if needed, any ancillary member of the staff needed to make this decision), after the student and caregiver has completed the interview portion of the onboarding process.</p> <p>During enrollment the student and guardians will process needed paperwork, and get a complimentary Compassion Road sweatshirt and t-shirt.</p>

A student's schedule will be completed within 2 business days of enrollment, and introductory contact with the parents will be made by all applicable stakeholders within 1 week of the start of the new quarter.

Providing universal passive consent language in our enrollment paperwork that reads: upon admission to Compassion Road Academy any student and their legal guardians consent to 1:1 social emotional support, and / or small group Social Emotional support / instructional programs. If further or more intensive evaluation or assessment is needed further levels of consent will be sought on an individual basis.

Rationale: this will allow for continuity in services provided to all students at Compassion Road Academy, as well as a seemly platform for intake of new students. The mental health model at Compassion Road is aimed at the whole student, and having initial consent to provide the basis of mental health support will holistically support the mission and vision of the school.

Continued language around a universal passive consent to take students on field trips away from the school building during the regular school day that reads: upon admission to Compassion Road Academy any student and their legal guardians passively consent to allowing Compassion Road Academy staff to take students away from the school building during the regular school day. This will not exceed the regular school day, and will be orchestrated in order to provide students with opportunities to enrich their learning away from what the classroom can provide. Any excursion away from the school sponsored by Compassion Road Academy staff will be done so with the permission and guidance of the school principal. In addition, any excursion that exceeds the regular school day that involves students from Compassion Road Academy will take place after the legal guardians of the students have signed written consent.

Rationale: by taking students on excursions throughout the year and during the regular school day, the staff of Compassion Road Academy will be able to better enrich the lives of the students providing unique school based activities that will align with the mission and vision of Compassion Road Academy in better preparing students to be citizens in an ever changing world.

Compassion Road Academy wishes to continue offering education at an accelerated pace and not adhere to the district model of two semesters. By doing so, this will allow Compassion Road to continue to operate as a credit recovery school, and allow students who are off pace to graduate with their cohort to catch up and graduate at or near their scheduled cohort.

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article: 8-1-2 Professional Learning Days/Parent Conference Day](#)

State Statute:

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

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

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

- The SLT 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 Instructional Superintendent. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

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

Schedule

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-2-1: Lunch Periods](#)

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 8-2-1**, as described in the innovation plan.

All other aspects of Article 8 in the DCTA contract will be observed (all references in article 8 to the SLT will refer to the SLT equivalent).

Curriculum and Assessment

State Statute:

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

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

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

Professional Learning

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

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

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

Supplemental and Enrichment Programming

State Statute:

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

The school may **employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan**, and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan. Non-licensed personnel will, at a minimum, possess a bachelor's degree or have relevant work experience, subject to approval by DPS HR. The school will employ licensed teachers for teaching of core content pursuant to state and

federal law. Core content areas are considered as: Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Art. All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.

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

Recruitment

DCTA CBA:

- [Article 14-1 Summer School Teaching Positions](#)

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 CSC during the budgeting process.

School Leader Training and Development

State Statute:

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

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

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

Graduation Requirements

DPS Board Policy:

- [IKF - Requirements for class of 2021 and beyond](#)
- [IKF - R3 Graduation Requirements - Comprehensive Health Education](#)

In collaboration with the principal supervisor, the school may have graduation requirements that do not include 1 unit of Physical Education.

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

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

The staff at CRA is composed of the following bargaining units: DCTA, DAEOP, CASE. Further job classifications which are represented in the staff at CRA include; para-professionals, and pro-tech positions. Private contractors are also employed at CRA, but do not participate in staff meetings or events.

All staff which fall under a bargaining unit, or the heading of paraprofessional and pro-tech were present for the meetings mentioned below.

[Slide deck](#) showing involvement of CRA staff in the Innovation Process and gauging interest that was presented on October 5th at a whole staff meeting.

[Slide deck](#) showing involvement of CRA staff in the Innovation Process and gauging interest on February 1st at a whole staff meeting.

[Running Agenda](#) showing involvement from SLT. Demonstrating that this plan has been a running agenda item in SLT since December 14th.