Aurora Central High School
Aurora Public School District

Innovation School Application
Colorado Department of Education

International Leadership

Submitted: March 2016
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INNOVATION PLAN COVER PAGE

**PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN**

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: Aurora Central High School

Location (address): 11700 East 11th Avenue, Aurora, CO 80010-3758

Plan Contact (name and position): Gerardo De La Garza, Principal

Email: gadelagarza@aps.k12.co.us

Phone: 303-340-1600 ext. 27003

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

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

- If this plan is a new school, is the new school (check one):
  - Replacing legacy schools on turnaround status; or
  - Part of a district plan to create a portfolio of schools necessary to serve the Act’s purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? No

- If so, when was the request made and what was it for? ______________________________

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

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

Is the school in Priority Improvement or Turnaround? Yes

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

Will the school be seeking a waiver for graduation guidelines? Yes

- Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.
Address a formal letter of submission for the innovation plan to APS and the Colorado State Boards of Education. The letter should be a compelling introduction to the innovation process that demonstrates the school design team’s strong support and belief in the submitted plan. The letter should also:

1. Provide an overview of the innovation school plan development process.
2. Detail who participated on the design team and how membership is representative of the school community.
3. Provide a summary of school engagement efforts to obtain input and feedback from the larger school community, including staff, administrators, parents, students, and other community stakeholders.
4. Provide a summary of how the school obtained support from the community at large for designation as an innovation school and reference evidence of support in Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee and Appendix B: Evidence of Support from Additional School Community Stakeholders.

In progress
Executive Summary

In the Executive Summary, provide a narrative overview of (1) school challenges and identified needs for improvement, (2) summary of innovations and description of how innovations address challenges/needs, (3) expected/desired outcomes as a result of innovation, and (4) conditions, flexibilities, and waivers required for successful implementation of the innovation plan.

To be completed once the stakeholder approval with any modification of the Innovation Plan is complete, prior to going to the Board of Education.
Aurora Central High School

Principal Name and Contact Information:
Gerardo De La Garza, Principal,
11700 East 11th Avenue, Aurora, CO 80010-3758;
gadelagarza@aps.k12.co.us; 303-340-1600 ext. 27003

School Design Team Members:
ACHS Staff: Nicole Avent-Henry, Kelly Benson, Galye Bintner, Karyn Singley Blair, Chaniqua Brown, Heather Egeland, Mike Gallo, Dena Josyln-Custer, Mark Manners, Garrett Myers, Jennifer Pock, Kyle Reutter, Nate Smith, Genella Spencer, Sharon Summers, Tammy Wollbrink,
ACHS Students: Matthew Bouchey, Juan Carbajal, Savion Harris, ACHS Parents: Maria de Jesus Martinez, Michael Retland, Richard Rimpson, Troi Rimpson, Community Member/Partner: Lara Ann Frey-Amicho, Janet Kiyota

Enrollment Data:

<table>
<thead>
<tr>
<th>Grades</th>
<th>9th-12th</th>
<th>5-Yr Enrollment Trend: Downward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>2,188</td>
<td>Mobility Rate: 30%</td>
</tr>
</tbody>
</table>

School Day Per Year:

<table>
<thead>
<tr>
<th>Total # of Student Days Per Year: 175</th>
<th>M,T,Th,F: 436</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Teacher Days Per Year: 182</td>
<td>W: 245</td>
</tr>
<tr>
<td>Extended Day Program?: N/A</td>
<td></td>
</tr>
</tbody>
</table>

Student Demographic Breakdown:

| % Black: 16.2 | % Male: 56.9 |
| % Hispanic: 66.6 | % Female: 43.1 |
| % White: 4.7 | % ELL: 70.4 |
| % Other: 12.5 | % Special Education: 14.0 |
| % F/R Meals: 82.4 | % Gifted and Talented: 3.8 |

Personnel Data:

<table>
<thead>
<tr>
<th># of Administrators: 4</th>
<th>% of Teachers “Basic”: 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Teachers: 118</td>
<td>% of Teachers “Partially Proficient”: 3%</td>
</tr>
<tr>
<td># of Support Staff: 54</td>
<td>% of Teachers “Proficient”: 59%</td>
</tr>
<tr>
<td># of Psychologists: 2</td>
<td>% of Teachers “Accomplished/Exemplary”: 38%</td>
</tr>
<tr>
<td># of Social Workers: 1</td>
<td>3-yr Teacher Retention Rate:</td>
</tr>
</tbody>
</table>

School Climate Data:

<table>
<thead>
<tr>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance Rate: 80.3</td>
<td>80.6</td>
<td>79.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism Rate: 62.8</td>
<td>63.3</td>
<td>63.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total # of ISS/OSS/Expulsions: 477</td>
<td>706</td>
<td>797</td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>Teacher Attendance Rate:</td>
<td></td>
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<td></td>
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<tr>
<td>Graduation Rate (HS only):</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>36.4</td>
<td>42.2</td>
<td>46.2</td>
<td></td>
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<table>
<thead>
<tr>
<th>School Performance Framework:</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
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<table>
<thead>
<tr>
<th>SPF Rating:</th>
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<table>
<thead>
<tr>
<th>State Assessment % at or above Proficient:</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Grade 3</td>
</tr>
<tr>
<td>Grade 4</td>
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<tr>
<td>Grade 5</td>
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<tr>
<td>Grade 6</td>
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<td>Grade 7</td>
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<td>Grade 8</td>
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<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>Grade 10</td>
</tr>
<tr>
<td>Grade 11</td>
</tr>
<tr>
<td>Grade 12</td>
</tr>
</tbody>
</table>
Historical Context and Background

With roots traced back to 1913, Aurora Central High School (ACHS) has sustained though many community and National events ranging from being completely destroyed by fire to experiencing low enrollment during World War military drafts. Despite the school’s history of perseverance, Aurora Central High School’s current issues are providing the State, district and Aurora community with thoughtful concerns about the continued endurance of the oldest high school in the Aurora Public School District.

Located in one of the most impoverished neighborhoods in Aurora, Colorado, ACHS serves a community that has a high number of socio-economically disadvantaged families, multicultural challenges, coupled with community gang issues and crime rates higher that the State average.

English Language Learners (ELL) make up 70% of the entire student body. Aurora Central serves a community of families fluent in 12 different languages from 15 different countries. Some of the countries represented are Jordan, Turkey, Kenya, Nepal, India, Pakistan, Ethiopia, Uganda, and Sudan.

With over 95% of the student body representing a traditional minority subgroup, Aurora Central High School’s stakeholders’ support remains focused to ensure that this school is able to create an culturally responsive and innovative learning environment that is a true reflection of the ethnically-diverse community it serves….valuing the rich diversity of the community and leveraging it as an asset to the new learning environment.

- Intervention to Innovation

ACHS has reached its fifth and final year in Priority Performance status in need of Turnaround, as designated by the Colorado Department of Education’s (CDE) accountability system. The school has required implemented strategies with fidelity, yet the impactful degree of improvements needed to exit from this status was not sufficient. With the development and submission of this Innovation Plan, the School Design Team engaged in deep work to understand the school needs, reflect on current successful systems and structures, and proposed new enhanced models that address the school’s deep root causes and build upon CDE recommendation following the implementation of the State’s Tiered Intervention Grant (TIG).

During the month of November 2015, a team from the Federal Programs Unit at the Colorado Department of Education conducted an onsite monitoring visit of Aurora Central High School and its implementation of the Tiered Intervention Grant. In its review of Aurora Central High School, the team examined evidence of the district’s implementation of the TIG, the alignment
between the school plans and TIG-funded activities, and compliance with fiscal and administrative oversight requirements.

This review determined that Aurora Central High School was in compliance with the scope and implementation of the grant, thus no findings of noncompliance as a result of the review. However, the team did compile a set of recommendations that are listed below:

- **Build off of current planning work to align the TIG and Innovation plans, as well as other school improvement efforts and priorities.** Despite challenges during the first two years of the grant, ACHS’s TIG was renewed for a third year to support activities associated with Innovation planning. There appears to be a ‘disconnect’ between the various stakeholders (district, school administration, staff, students, and community) regarding priorities and a lack of ownership of the school’s mission. We encourage the district to persist in rigorous planning during this school year.

- **Ensure that all teachers are adequately supported and that successful teachers are recognized and rewarded for their work.** A system of incentives and rewards is an expectation of the TIG Transformation Model. Teachers indicated that observations and feedback tied to professional development was inconsistent. They also said that there was a lack of recognition and rewards from the administration for teachers who demonstrated excellent performance. Finally, teachers expressed frustration with professional development, saying it is not differentiated.

- **Seek ways to more effectively use time and extend learning time.** The school leadership team, staff, and students reported few changes to the schedule during implementation of the TIG and little extra learning time beyond after-school tutoring. Teachers reported inconsistent effectiveness of Professional Learning Communities and availability of time to collaborate, plan, and progress monitor with other teachers.

- **Prioritize partnerships with the community.** School staff felt that large groups of parents, such as those in the refugee community, are not engaged in the improvement efforts of the school and do not share the same values as the school and its administration. Both staff and parents indicated a willingness to engage in stronger partnerships, but did not feel that the school had done enough to include families in the school’s operations or development of school culture.

Continuing under the recommendations from CDE’s Turnaround Office in December 2012 for ACHS and Aurora Public Schools to continue the TIG work and to develop the school’s Innovation plan, it will be essential that the plan pay specific attention to the systems and structures necessary to redesign ACHS to meet the needs of students and to reach bold academic goals. These recommendations to support TIG and Innovation planning include:
The district and school should pursue and secure formal autonomies around talent management, including:

- Intentional and preferential teacher recruitment and hiring processes and timelines for ACHS;
- Systems for teacher retention and incentivizing improved student performance; and
- Other needed flexibilities in ACHS staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.

The district and school should pursue and secure greater flexibility in use of time to allow for:

- School leadership to adapt daily, weekly, and annual schedules to ensure expanded and better-designed time to meet student needs;
- Teachers to have greater flexibility to engage in common planning, data analysis, and professional learning relevant to specific student needs; and
- School leadership to direct strategic teacher planning and professional learning time at the school site.

The district should ensure that the school principal and his staff are fully empowered to make decisions and take necessary actions needed to implement the Innovation plan and the required activities in the TIG plan.

The TIG allowed Aurora Central to assess and invest in several high priority issues that contribute to the large student academic proficiency and growth deficiencies. ACHS is the largest high school in the State of Colorado on the ‘accountability clock’. Despite the resources and strategies provided by TIG, ACHS struggled with systemic and high quality implementation often limited by the lack of flexibility from local and state structures. As a result, ACHS is eager to engage in school redesign and put forth an application for Innovation status. Innovation status provides the school with an unprecedented opportunity to gain flexibilities in areas that often stand in the way of improvement efforts.

Working with students who have numerous challenges to success in the classroom requires a more differentiated and responsive instructional model than the traditional approach, which has previously been afforded to Aurora Central High School through the traditional district parameters. With the latitude to move more freely within the governance of the school operations, it is anticipated that predicting need, implementing culturally-competent instructional environments, creating an individualized competency-based structure, monitoring growth data, assessing success and targeting movement to change if student need arises will be a more agile process.
As the most culturally diverse city in Colorado, recognized as the 12th most diverse large city nationally (2015 WalletHub) with a national neighborhood diversity index ranking Aurora 9th nationally as the most diverse at the neighborhood level (2015 Urban Diversity), Aurora Central High School is positioned to, not only aggressively design and implement a fully culturally competent, high achieving, learning environment for their students, but also contribute learned ‘best practices’ to schools across the nation in similar struggling situations.
The existing school mission at Aurora Central High School is:

ACHS seeks to teach students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. The staff provides instruction in all subject areas, focusing on enabling students to demonstrate effective communications through reading, writing, speaking, listening, reasoning and technology literacy.

Existing school vision is:

“Every student shapes a successful future”

With the adoption of the International Leadership theme and the proposed Innovation Plan, ACHS plans to create a new mission, vision and core values statements be developed by school students, staff, parents and community at the start of the initial Year of implementation under Innovation Status. Since innovation status grants the school with increased autonomy, thus elevating the school’s voice, the formulation and articulation of the guiding purpose by those most impacted, not only increases the likelihood of creating these meaningful, relevant strategic statements, but also increases the accountability for each stakeholder’s ownership in their role in fulfilling the mission, vision and value statement.

As part of the APS strategic plan, APS 2020: Shaping the Future, a Zone Advisory Committee was formed to evaluate and recommend a theme for the ACTION Zone. The theme for the first ACTION Zone, which includes Aurora Central High School and its feeders, is International Leadership. For more information, Aurora Central High School’s ACTION Zone, please see the accompanying ACTION Zone document.
The Need for Innovation

A.) Student Population

Although the graduation rate at Aurora Central High School (ACHS) increased by 10 percentage points between the 2011-12SY and the 2013-14SY, less than half of the seniors at Central graduate each year. The school’s graduation rate (46.2%) remains consistently lower than the district and state averages. *Currently, less than half of the student population graduates from ACHS.*

While the average attendance rate at Aurora Central High School remains steady, it has not surpassed 82% in the past four years. Additionally, *chronic absenteeism is a persisting problem for nearly two-thirds of all Central students. Schools* with average daily attendance rates higher than 97% rarely have a problem with chronic absence. Although attendance remains consistent, it is well below this benchmark.

While the number of ISS/OSS/Expulsions at Aurora Central High School increased progressively in prior years, this number decreased by 65% from 797 in the 2013-14SY to 272 in the 2014-15SY. This positive trend reflects the lowest number of suspensions and expulsions at Central in more than four years.

Overall reading proficiency at the state level has remained steady between 67-69% and district-level proficiency has remained steady around 50%. Reading proficiency at Aurora Central High School has increased progressively over the past three years, but remains significantly lower than state and district levels. The percent proficient of 36% in 2014 reflects *that nearly two-thirds of the student population is not proficient in reading.*

Math proficiency at the state level remains steady between 35-36% and proficiency at the district level remains steady around 20%. Aurora Central High School proficiency remains significantly below the district average and continues to decline. *Ninety percent of the student population at Central is not proficient in math.*

Writing proficiency at the state level remains steady between 49-52%, while proficiency at the district and school levels is trending upward. Although proficiency at Aurora Central High School has increased by 5% since 2012, proficiency remains below the state and district average.

B.) Priority Performance Challenges
Mass Insight Education (MIE) conducted a School Readiness Assessment (SRA) for Aurora Central High School (ACHS) on September 3rd, 4th, and 10th, 2015. The SRA examined ACHS’ overall performance and effectiveness according to the research-based criteria outlined in MIE’s framework for high-performing, high-poverty schools.

SRA findings include:

- **Culture of Performance**
  - Strong Foundations on Which to Build:
    - Key priorities for the school year: Culture and Climate, Observation and Feedback Cycles, and Data-Driven Instruction
    - Continued improvements in student behavior and promotion of higher student expectations
    - College and career supports for juniors and seniors

- **Areas of Need:**
  - Shared sense of collective accountability for student outcomes and curtailing focus on external factors
  - Systems to support students in developing long-term goals beginning in 9th grade
  - Systems to address chronic absenteeism and low student attendance
  - Regular and consistent internal communication

### Academic Achievement

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 9th and 10th grade achievement scores, for all disaggregated groups persistently below state expectations in <strong>reading, math, and writing</strong></td>
<td>- MGP for all disaggregated groups in <strong>Reading, Writing and Math</strong> is not making adequate growth over a three year period.</td>
</tr>
<tr>
<td>- Percentage of students <strong>reaching proficiency</strong> is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”</td>
<td>- The total MGP in the areas of <strong>reading, math, and writing</strong> are below state average.</td>
</tr>
<tr>
<td>- The MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of <strong>reading and writing</strong>.</td>
<td>-</td>
</tr>
</tbody>
</table>

### Growth Gaps

<table>
<thead>
<tr>
<th>Growth Gaps</th>
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</thead>
<tbody>
<tr>
<td>- All subgroups have not demonstrated median <strong>adequate growth</strong> for the past three years.</td>
</tr>
<tr>
<td>- Overall <strong>math growth data</strong> for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.</td>
</tr>
<tr>
<td>- <strong>Overall growth data for IEP and ELL</strong> has decreased in Math over a three year period.</td>
</tr>
</tbody>
</table>

### Post Secondary and Workforce Readiness

<table>
<thead>
<tr>
<th>Post Secondary and Workforce Readiness</th>
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<tbody>
<tr>
<td>- At-risk students are not successful in the comprehensive setting</td>
</tr>
<tr>
<td>- School’s <strong>attendance rate</strong> has remained constant and flat</td>
</tr>
<tr>
<td>- The school has not met state expectation in the <strong>graduation rate, and dropout rate</strong>. The graduation rate is 38% points below state expectations.</td>
</tr>
<tr>
<td>- The school is below state expectations in <strong>ACT Composite</strong></td>
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</table>

**Table:**

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Academic Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 9th and 10th grade achievement scores, for all disaggregated groups persistently below state expectations in <strong>reading, math, and writing</strong></td>
<td>- MGP for all disaggregated groups in <strong>Reading, Writing and Math</strong> is not making adequate growth over a three year period.</td>
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</tr>
<tr>
<td>- The MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of <strong>reading and writing</strong>.</td>
<td>-</td>
</tr>
</tbody>
</table>
• **Academic Systems**

Strong Foundations on Which to Build:
- Emerging professional learning communities
- Staff Interest in expanding the use of common assessments
- Pride in the ACHS art department in strengthening student-adult relationships and opportunities for student enrichment

Areas of Need:
- Standards-based instructional planning and delivery
- Vertical articulation of curriculum to prevent gaps and design of instruction around essential standards, not resources
- Increase student engagement through differentiation, culturally relevant instruction, and personalized learning opportunities
- Opportunities for intervention and design of a master schedule that supports choices in advanced coursework

• **Talent Management**

Strong Foundations on Which to Build:
- Thoughtful distribution of responsibilities for staff coaching and evaluation among administrative team
- Commitment to implementing a transparent and consistent evaluation process

Areas of Need:
- Staff recruitment and retention strategies to lower staff turnover and fill persisting vacancies
- Differentiated, data and needs-based professional development for staff
- Shared instructional vision aligned to school improvement plan

• **Operations and District Support**

Strong Foundations on Which to Build:
- Protected common planning time for content area and grade level teams

Areas of Need:
- Family and community involvement in student success and avenues of communication and feedback
- Focused effort to leverage partnerships to support school goals
- Efficient and effective master schedule
C.) Root Causes

As determined by the school’s Unified Improvement Plan (UIP), ACHS identified that following root causes to priority performance challenges (for more information see ACHS’ current UIP in the Appendices).

1. ACHS lacks systems and structures that support common course/grade-level PLC time for teachers to unpack standards, so that teachers have a strong grasp of what skills their student’s need, professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn.

2. ACHS lacks research based instructional strategies and best practices in all content areas that target literacy, math, and language learners.

3. ACHS lacks consistent rituals, routines and instructional expectations across classrooms are not consistently implemented.

4. ACHS lacks adequate professional development and training for our staff to teach literacy and numeracy across all content areas, therefore staff is not able to implement effective strategies and address literacy and math deficits.

5. ACHS lacks appropriate methods to assess student learning, including formal and informal assessments, and use results to plan further instruction.
6. ACHS does not establish and communicate high expectations for all students and create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

7. ACHS lacks cultural competency for our student community, and consistent, challenging instructional practices to support social, emotional and academic success.

8. ACHS lacks instruction that has been formatively aligned to and informed by data results and student academic needs.

9. Cohesive planning and pacing in ACHS content area PLCs has not specifically identified best-practices for literacy and numeracy instruction, particularly when gathering and implementing best practices.

10. ACHS lacks additional systems and supports in our math instructional model, such as tutoring and/or intentional inclusion to continue to reduce academic growth gaps.

11. ACHS lacks in-depth training on instructional strategies to support English Language Learners.

12. ACHS lacks culturally responsive professional development focusing on affective, behavioral and cognitive needs of students.

13. ACHS does not adapt teaching for the benefit of all students, including those with special needs and ELL resulting in major foundational gaps in knowledge not addressed in current differentiation strategies for students.

14. ACHS has not connected sufficiently with minority students, specifically our ELL students, and inspired them to attend and excel academically at a level that meets state expectations and prepares them for college and/or workforce.

15. ACHS inconsistently communicates and plans with immigrant families around the expectations of high school graduation, post-secondary options and pathways.

16. ACHS lacks aligned post-secondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.

17. Excessive administration and high quality teacher turnover has led to a lack of consistent systems structures and related progress monitoring at ACHS.

18. ACHS does not adequately respond to Low-performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school.

Table: Unified Improvement Plan Summary (Please see appendices for full UIP)
## UIP Summary Table

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Notable Trends</th>
<th>Priority Performance Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Achievement</strong></td>
<td>Academic Achievement has been rated as “Does Not Meet” as identified by the SPF. Overall Academic Achievement in Reading has risen slightly from 2012 to 2014 from 32.5% to 39.7%. The 2014-15 ACHS 9th grade MAP Reading Test Result of 201.5 is slightly lower than the NWEA 5th grade result of 207.1. Overall Academic Achievement in Math has decreased slightly from 2012 to 2014 from 13.32% to 11.68%. The average 2014-15 ACHS 9th grade MAP Math Test Result of 212 is slightly lower than the NWEA 5th grade average result of 212.7. Overall Academic Achievement in Writing has risen slightly from 2012 to 2014 from 15.5% to 21.5%.</td>
<td>The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing. Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”</td>
</tr>
<tr>
<td><strong>Academic Growth</strong></td>
<td>Academic growth has been rated as Approaching as identified by the SPF. Academic growth in reading has decreased from 57%tile in 2011 to 49%tile in 2014</td>
<td>MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period. The total MGP in the areas of reading, math, and writing are below state average. In</td>
</tr>
</tbody>
</table>
Academic growth in math has decreased from 49%tile in 2011 to 48%tile in 2014.

Academic growth in writing has decreased from 57%tile in 2011 to 49%tile in 2014.

Academic growth in English Language Proficiency (ACCESS) has been rated as MEETS for the past three years as identified by the SPF.

In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.

<table>
<thead>
<tr>
<th>Academic Growth Gaps</th>
<th>Reading MGP</th>
<th>Math MGP</th>
<th>Writing MGP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Minority</td>
<td>45</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>FRL</td>
<td>47</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>IEP</td>
<td>55</td>
<td>43</td>
<td>47</td>
</tr>
<tr>
<td>ELL</td>
<td>46</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Catch Up</td>
<td>46</td>
<td>48</td>
<td>50</td>
</tr>
</tbody>
</table>

All subgroups have not demonstrated median adequate growth for the past three years.

Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.

Overall growth data for IEP and ELL has decreased in Math over a three year period.

<table>
<thead>
<tr>
<th>Postsecondary &amp; Workforce Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate has increased slightly each year from 2012 to 2014. It still receives the “Does Not Meet “rating as identified by the SPF.</td>
</tr>
<tr>
<td>The 4 year graduation rate has</td>
</tr>
<tr>
<td>Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues</td>
</tr>
</tbody>
</table>
averaged 40.7%, the 5 year graduation rate has averaged 53%, the 6 year graduation rate has averaged 57.9%, and the 7 year graduation rate has averaged 57.4%. The current 4 year ACHS graduation rate is 42.2% which is 38% points below state expectation.

ACT Composite Score rating is “Does Not Meet” as identified by the SPF. 2014 score remains comparatively unchanged from 2012.

Drop-Out rates has decreased slightly over three years from 2012 to 2014 and received a rating of “Approaching” as identified by the SPF.

The school’s attendance rate has remained constant and flat.

The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations.

The school is below state expectations in ACT Composite.

As noted above, the school has multiple and significant areas of need. ACHS’ previous attempts at improvement were limited, due to local and structural barriers that only allowed the school to make surface level change.

These deep needs require a more intensive, multi-layered solution, which can only be achieved by redesigning core aspects of our school that are not serving students in the best way.

Innovation Status allows ACHS to put forth a school redesign plan that moves beyond surface-level strategies. Innovation Status also allows ACHS the opportunity to achieve flexibilities from local and state policies that can stand in the way of our improvement efforts and what is best for our students.
**SECTION I: CULTURE OF PERFORMANCE**

- **Culture and Climate**

  1.) **ACHS House Model**

  ACHS proposed to implement a House Model, which structures the large school into smaller learning communities for students. This proposed model is a proven operational design that has success in achieving more student engagement and accountability in a learning environment. Through the development of a smaller learning communities in a Village/House Model, ACHS expects to dramatically impact, not only academic and post-secondary achievements, but also the school culture and ‘sense of belonging’ that many of our culturally-diverse students voice is lacking. Research demonstrates that this is a common practice in many areas of the world such as Nepal, Japan and, Mexico.

  House Model Structure:
The structure would organize the school into smaller learning communities in which:

- Group of students are clustered by similar scheduling of core classes and an advisory period
  - Students rotate through these classes as a unit and stay together year after year
- Students would have access to a consistent, small team of adults who know them well and work together to meet student academic and non-academic needs. This team would be comprised of:
  - Core Teachers, Special Education Teacher, Dean, Counselor and Assistant Principal
- Student grouping in each community could be organized by “grade level spans” or other grouping methods that do not “track” students. ACHS would explore and pilot different grouping arrangements that allow students to move dramatically in our competency based system, while receiving adequate support in the small communities.
- To foster development of strong student-adult relationships, and truly create supportive communities, we aim to create houses of no more than 100 - 120 students
- Implementation: begin with one “grade” in year one, scaling to additional levels each year
- Current classroom teacher assignments will be adjusted, in order to make the house model more conducive to teacher planning and support of students.
- Transportation, custodial and nutritional services will be determined via collaborative planning with the district

Goals for the Village/House Model:
- Build stronger relationships with students and staff
- Increase attendance
- Decrease negative behaviors
- Increase the feeling of connectedness for students and staff
- Personalize student learning to better meet needs by building deeper relationships
- Consistent student-adult relationships that communicate high expectations for student learning and behavior
- Consistent rituals, routines and instructional expectations across classrooms – set by each house, and could be created with and by students
- Allows deeper development of consistent rituals, routines and instructions and expectations across cohorts

As evidenced by our priority performance areas and root causes, we do not yet have a tight school systems and structures that foster positive school culture and climate in which all students have strong relationships with others, strong behavior management systems, and few systems to ensure that students do not fall between the cracks.

Student Experience:
• Students are grouped with a variety of peers from all performance different levels
  o Initially students will be grouped based on data
• Research speaks to the importance and opportunity for student input and voice, smaller communities allow for that autonomy
  o Students and core teachers will set the rules and expectations for their village
• Inter-Village competitions (grades, spirit week, attendance)
• Reinforcement of positive behaviors
• Learning classmates at a deeper level due to intentional relationship building and opportunities for collaboration
• Uniform experience across classrooms (teaching, words, expectations, etc.)
• Advisory to address non-academic needs

Teacher Experience:
• Increased opportunity for teachers to collaborate
• Cross-curricular planning for teachers within the village
• Planning time in the content area
• Opportunity to build stronger and more meaningful relationships
• Counselors, Deans, Teachers come together to support whole child
• Advisory Teacher will make weekly calls teachers have more planning time
• Advisory teacher will make home visits to their group of students

2.) Student Attendance and Behavior

Over the past two years of TIG, there has been a significant decline in the percentage of chronically absent students. With an effective plan in action, ACHS will address the identified aforementioned needs for the safety, security, and success of our students.

With the added supports of the Advisory component, the positive cultural climate, more accountability of the smaller cohort design of ‘Houses’ and numerous student engagement initiatives, this Innovation Plan aggressively revises the ACHS attendance to motivate attendance by impacting the expectation for student attendance from the current 79% to 95%.

Strategies to decrease chronic absenteeism:
The proposed design of this aggressive attendance plan include the below options:

• A pass must be issued by the attendance office when a student arrives to school after their first period of the day has started. The attendance office will determine if the tardy is excused or unexcused and record the transaction Infinite Campus (IC) as such.
• Three tardies will not be counted as an absence and a school detention will not be assigned. Instead, the parents will be notified that a mandatory meeting is required before their child can return to school.
• Early dismissal can only take place if a note is approved by the attendance office before 8:30 AM.
- An early dismissal notification list will be sent out to teachers by 9:00 AM to track those students that are cutting or to determine if they are officially absent.
- Once the teacher determines that a student is absent from their class, the problem can immediately be dealt with to alleviate an ongoing process. A suggestion which has shown to be effective in other schools is for the dean to address this issue with the student on the next school day with a disciplinary action that is effective. This might seem overwhelming in the beginning but once the plan is in place and the students know what is expected of them, the absentee problem will cease.
- Students must have a tardy slip to enter class; either from a teacher, the office, the dean, etc. that detained them.
- Students should no longer be allowed to hang out in the cafeteria. This is a security issue. Free periods during the day should be eliminated.
- Students must not leave the building unless their name is on the early dismissal list or their parent is escorting them from the building by first signing them out. (During the school hours, the school is responsible for the whereabouts and safety of all students.)
- Students who had good attendance throughout the school year will be rewarded with a certificate at an awards ceremony or banquet which will take place during the last week of school to insure that our students will have continue success.

The intended impact of linking the importance of school attendance to academic success for students, staff and parents is:

- **Student Experience:** ACHS attendance policy will increase the instructional time for our chronic absentee and tardy students which will result as an increase in student achievement.
- **Teacher Experience:** ACHS attendance policy will eliminate the chaotic atmosphere that is presently viewed by the new teachers. A higher teacher retention rate will result by showing the new teachers that ACHS does care about the students and staff with the no tolerance attendance policy that has been put in place.
- **Parent Experience:** ACHS attendance policy will demonstrate to parents that ACHS is concerned about their child’s safety and well-being. Collaboratively, the graduation rate of ACHS can be raised.

### 3.) ACHS Refugee Student Welcome Orientation Process

- To inform students about the structure, components, and benefits of ACHS.
- To provide resources to help parents navigate their new setting.

Importance of recognizing the backgrounds of the refugee students allows ACHS to:
- Expose students to all aspects of the American educational program so that they are familiar with how education works in their new country
- To eliminate the assumption that refugees have basic knowledge about what school is like in America
Students will:
- Share information about their personal goals for education in America.
- Become familiar with the elements of a school day
- Become aware of the multiple benefits of an American education.

Key points:
Academic Coaches and Translators will be available throughout the ACHS and the school year. Students need opportunities to talk about their personal experiences and goals.

Additional Ideas for Onboarding New Refugee Students
- Introduce the adults responsible for helping refugee students
- Tour the school facilities
- Invite local refugee students who live in the school community to talk about their adjustment to American schools
- Visit local community organizations that provide free or inexpensive winter clothing.

➢ Student Pathways and Transitions

1.) Advisory

The purpose of advisory is to impact all students of all backgrounds. This model proposes to include Community Based Organizations (CBOs) to help create a bridge of relation with educators and parents. CBOs would engage parents in schools in low income urban communities.

The three core elements of community-based relational approach:

1. Emphasis on relationship building among parents and educators
2. A focus on the leadership development of parents
3. An effort to bridge the gap in culture and power between parents and educators.

The daily Advisory period is anticipated to reflect the following:
- Advisory classes 45 minutes long
- Maximum of 18 students per advisory
- Furnished curriculum designed to build a sense of community and individual growth
- Develop interpersonal relationships among staff and students
- Provide academic support to students
- Provide social and emotional support and direct instruction of global leadership competencies and develop student’s ability to self-direct learning and self-management
- Enrich the curriculum: goal setting, 21st century skills, current affairs
- Provide college/post-secondary preparation and experience
- Build school culture and student voice
- Increase engagement and attendance
• Connect with families and community
• Group assigned stays together throughout 4 years
• One 45 minute class period (preferably before 3rd hour)
• Teacher is a generalist - assist with all areas
• All students and teachers, consider including admin and other adults, counselors in support role
• Shared curriculum differentiated for each grade level
• Safe place to discuss personal issues
• Students will have an identified adult to go to when they have academic and behavior concerns
• Advisory focuses and building communities, peer relationships
• Provides students a forum for discussing issues that they face in their day-to-day life. (feelings, emotions, family issues, world events)
• Reinforces academic skills and/or curriculum: time management, organization, discussion etiquette, listening, and journal writing
• Offers specialized curriculum: conflict resolution, personal and social support
• Advisory can help with PWR Goals: ICAP, College Applications, Career Information, Internships
• Advisory allows more adults to keep track of a smaller number of students

Curriculum provided by:
• Counseling (personal/Social)
• Community (guest speakers, community services
• Administration
• Special interest Groups
• Post-Secondary Workforce Readiness (PWR)(ICAP)
• Career
• Military
• Health Services

Starting in 2016-17, advisory will be introduced to all students. Freshmen in 2017-18 will start to prepare for internships that begin in their junior year.

2.) Student Pathways
The Innovation Plan proposes to create individual pathways for student’s academic pursuits through their four years at Aurora Central High School

- Individual paths that help guide course selection and inform postsecondary choices
- Monitored through advisories
- Potentially leading to junior/senior year internships
- Connect with community and postsecondary partners
- Pathways differentiate learning for students based on their interests
- Pathways allow students to develop skills and experiences related to their chosen path
- Planned pathways ensure our students graduate with a plan for their future post ACHS
- Can supplement the student schedule as electives.
- Can create a framework for the development or modification of new courses.
- Can give students goals to work towards.
- Can provide certifications and/or real life experiences.

Students begin freshman year without a specific pathway. Through advisory they are exposed to the options and the requirements for each path. Advisors help track student progress toward their goal/path. Before course selection, freshmen choose their pathway so that they can align future coursework and experiences.

➢ Family and Community Partnerships

Pulled from the Archives of Aurora Central High School’s history, former leaders of the school reflected on the impacts that the parent engagement efforts and the parents, themselves, made on the school and these leaders personally.

1975 -- The principal was Joseph S. Fleirl from 1975 to 1981. Mr. Fleirl shared this comment during the 1991 rededication ceremony, "One of the finest memories I have of Central was the monthly PTA Study Group meetings held in homes throughout the community. It was the most professionally rewarding experience of my career!"

1981 -- The principal was Harold Beebe from 1981 to 1986. Mr. Beebe had this comment to share during the 1991 rededication ceremony, "Aurora Central is the first high school I ever worked with that had such an active PTA involved with the students and staff. I am still impressed by the commitment of those parents!"

To re-create the active parent groups of the past, have had the School Design Team assessing the transition and root causes that had past leaders praising parent presence to current leaders pleading for parent engagement.

“Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work
together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent’s education, family income, or background—and the research shows parent involvement affects minority students’ academic achievement across all races” (2008 National Education Association Policy Brief).

This Brief also concludes that “Too many policymakers, community leaders, and even parents still view schools and student learning as the sole responsibility of educators. While educators take their professional responsibilities seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members. One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school. In fact, the lack of parental involvement is viewed by teachers, administrators, the public, and even parents of school-age children, as the single biggest problem facing our nation’s schools.

To re-create the active parent groups of the past, have had the School Design Team assessing the transition and root causes that had past leaders praising parent presence to current leaders pleading for parent engagement. It is noted that the SDT made a direct correlation between lack of parental involvement impacting the lack of community involvement.

To create a strong stakeholder and parent component of this Innovation Plan, the School Design Team approached this issue with a two-fold, solutions-oriented approach. The first step included assessing internally Aurora Central High School parents and community circumstances and proposing solutions. Secondly, aligning common parental engagement efforts within the feeder innovation zones will support creating a seamless parent and community engagement pipeline.

The first step of internal assessment included developing numerous questions designed to target root causes of parental engagement aligned with proposed solutions. Below are the series of questions and potential solutions to support increasing stakeholder and parent engagement:

Why are parents reluctant to come to ACHS?
First, it should not be assumed that the lack of parental involvement means a family does not want the best education or future for their child. The majority of ACHS parents face major barriers within their own educational journey that have contributed to their lack of comfort in a school setting. Many parents have substantial language challenges, documentation status impacts and can lack an overall understanding of the expectations of an American academic environment. Common issues of lack of transportation and low-wage employment constraints are also
significant considerations in creating solutions to actively engage parents in their student’s educational journey.

How can ACHS Involve all Parents in a Meaningful Way?

- Re-establish a welcome/attentive approach at all offices in the school
  - Ensure parents/family members and visitors receive a positive and welcoming message
  - Ensure translators are available to support parents in their native language
- Educate the building staff about the Aurora Central HS community
  - Provide workshops to staff before students come back to school in August that support ideas to create a parent-engaged classroom and school
- Create a parent involvement program that supports student learning goals, as well as other topics of interest to the parents and the community
  - Establish a Parent Advisory Committee that meets monthly/bi-weekly.
  - Create a learning environment for the Family, i.e math nights, constructive discipline, prenatal care, career development, budgeting, etc.
  - Provide incentive programs for parent participation
- School resource center could be created in Community Room A
  - Open up the Wellness Center to serve families and siblings of our students
- Utilize and embrace the amazing cultures of our families.
  - Leverage the cultural strengths that these families can contribute to creating a globally impactful educational environment at ACHS

1.) Home Visit Program

- The purpose of a Home Visit program is to build relationships with the families of the students attending Aurora Central; home visits will also strengthen our community
- The purpose of a Home Visit program is NOT to point out the troublemakers and at-risk students by visiting them frequently, but rather to visit each student who attends the school individually and build relationships with their families
- Both teachers and parents make their expectations clear, share their hopes and dreams for the child, and work together to meet them.
- Teachers work in pairs (Two teachers meeting the parents and the student)
- Meet with said student 2 times per year, once in Fall and once in Spring
- Consider a Home Visit Program for all school within the Action Zone

- Timeline and Rollout of a Home Visit Program:
  - Summer: Begin training for first visit
  - Fall: First Round of Home Visits
    - Focus on Introductions and Successful school year supports
  - Debrief the First visit: Which student(s) stood out the most? Who needs more support vs. who doesn’t? What have we learned about the family we visited?
  - December/January: Begin training for second visit
Spring: Second round of Home Visits

- Focus on Academics and Capacity Building

Debrief the Second visit: Who has improved since the first visit? Who has not? How can we help this student and his/her family before the school year ends?

End of School Year: Complete evaluation and begin preparing for new school year

2.) Parent and Student Academic Counseling Program
- Parent/student counseling check-ins prior to the first day of each school year or 20 minute face-to-face or phone conversations with parents/guardians.
- Create an introductory video about the school prior to the school year designed with support parent knowledge of their child/student’s academic journey, expectations and successes (Involve broadcast journalism class with this project)

3.) Parent Volunteer Program
- Create increased opportunities for able parents to contribute to school, classroom and community events
- Parent volunteering goes beyond simply attending conferences; it involves making a meaningful impact throughout the school day and year that impacts all students. (i.e., Tutoring, attending classes, chaperoning field trips, helping with sporting events and clubs and activities)

4.) Culture Fair
The Cultural Fair is an annual school event where parents, students, teachers and community members come together to celebrate the diversity of the many cultures represented at ACHS. Classroom activities and curriculums will be featured at these public events. Invitations to families to actively participate in showcasing their culture and ethnic celebrations at this educational event will be solicited.

Benefits of Culture Fair
- To combat stereotypes and improve understanding and cooperation among people from different cultures.
- To raise awareness worldwide about the importance of intercultural dialogue, diversity and inclusion.
- To build a community of individuals committed to support diversity with real-life gestures.
- Global awareness and international collaboration during the formative years results in more well-rounded individuals
- Promotes project-based learning

5.) Implement targeted programs, such as:
   - D.O.G.S. (Dads Of Great Students) Program
   - In progress
A. Competency Based Instruction

What is Competency Based Instructional Model?

Aurora Central High School will implement a competency-based learning system, which ensures that students demonstrate understanding of learning outcomes. This means all students will demonstrate repeated proficiency of a particular process, content or skill (based on Colorado Academic Standards) as measured by different types of assessments. Students will have the opportunity to learn content and skills in subject area classes and through personalized work that they complete at their own pace, allowing for acceleration and/or intervention, depending on each individual student’s need.

One of the primary differences between ACHS and a traditional school is our competency-based approach. It may be helpful to think of the traditional system as time-based and a competency-based system as performance-based. Unlike a traditional system in which students earn credits and advance based on completion of time in a course, or seat time, in a competency-based system students keep working on specific skills and knowledge until they can demonstrate their understanding and ability to apply them. Then students move to the next learning outcome.

Staff Collaboration

- Staff will have two daily PLC periods
- Content-based PLCs: Focused on Data Driven Instruction (DDI) Cycles to plan effectively in a competency based model
- “House” based PLCs: In the next section under the Culture and Climate design area, you will learn more about the house model, where teams of teachers and students form a “family”. House PLCs will focus on multi-tiered system of supports models for students in each house
  - Content Area PLCs - Processes of the Cycle

Content PLC time is defined on a daily/weekly basis to align with the data cycle. For Example:

- Monday - Use data analysis (from previous week) to track progress and update learning plans
- Tuesday - Determine priority competencies for the next week and create proficiency scales
- Wednesday - Create common formative assessment
- Thursday - Plan learning activities for the next week
- Friday - Collect and analyze data
- **House-Based PLCs - MTSS (Multi-Tiered System of Support)**

House-Based PLC time is defined on a daily/weekly basis to align with the data-cycle. House-Based PLCs will be used to proactively identify and respond to students in need of differentiated support above and beyond the differentiation occurring in the classroom. (Many supports will be implemented through enrichment)

Through House-Based PLCs:

- Student rotation/ placement in enrichment courses will be determined
- Additional student supports related to non-academic factors such as behavior, attendance, health, etc. will be designed
- Differentiated plans for students accelerating through competencies will be designed
**Student learning and advancement is not constrained by time.** Students advance when they have demonstrated proficiency on the identified competency. If the semester ends and they haven’t mastered the competency yet, they do not get an “F”, they continue working on the competency with differentiated supports until they demonstrate proficiency.

**How will students advance upon mastery?**

Students move forward based on demonstrated mastery of specific competencies within each content area:

- Competencies are determined by teachers based on Colorado Academic Standards and Global Competencies (ISSN).
- Proficiency scales (4 - 0) are created for each competency or group of competencies.

To earn a credit unit, students must demonstrate proficiency (3.00-4.00) in a minimum of 70% of course outcomes and demonstrate understanding at least 2.0 in all remaining course outcomes. MAPS or other standardized testing may also be used as an alternative, additional methods to assess (and issue credit for) competency.

**Sample daily schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Daily Schedule * Except for one Friday per month, which will be student release time for staff PD</th>
</tr>
</thead>
</table>
| 1      | 8:00-9:00 | CORE: Math  
  - One-one-one  
  - Small group instruction  
  - Individualized learning time |
| 2      | 9:05-10:05 | Elective |
| 3      | 10:10-11:10 | CORE: Humanities  
  - One-one-one  
  - Small group instruction  
  - Individualized learning time |
| 4      | 11:15-12:00 | Lunch  
  - 45 min |
| 4      | 12:05-12:50 | Advisory  
  - 45 min |
| 5      | 12:55-1:55 | CORE: Science  
  - One-one-one  
  - Small group instruction  
  - Individualized learning time |
| 6      | 2:00-3:00 | Enrichment (Rotating Content Area):  
  - Re-teaching of competencies or  
  - Acceleration for students who have already demonstrated proficiency |
| 7      | 3:05-4:05 | Elective |
|        | 4:05-5:00 | Expanded Learning Opportunities (provided by outside community organizations) |
What is Enrichment Period? (See 2:00pm-3:00pm in above Sample Schedule)

- Enrichment is a class where students receive interventions (acceleration or remediation) in the core content areas.
- Students will have an enrichment period daily that will rotate throughout the content areas. Monday, Wednesday, Friday will be a set schedule of the three core content area classes (Humanities, Math, Science) while Tuesday, Thursday will be student/teacher/House directed enrichment.

Supporting Competency-Based Learning: Sample Schedules

The following three tables outline proposed structures to ensure engagement, re-teaching and acceleration into competency-based achievements. These include: 1.) Individual Learn Time, 2.) 1:1 Tutoring and 3.) Targeted Instruction

<table>
<thead>
<tr>
<th>Individual Learning Time</th>
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</thead>
<tbody>
<tr>
<td>In core subject area courses, students will have opportunities to engage in Individual Learning Time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students work individually, either online or in writing, on coursework and projects</td>
</tr>
<tr>
<td>- Peers assist each other - both with tasks and with topics</td>
</tr>
<tr>
<td>- Students are both self-managed - set &amp; complete daily goals, find their own resources</td>
</tr>
<tr>
<td>- Students actively present questions and/or support requests to both peers &amp; teachers</td>
</tr>
<tr>
<td>- Students actively solicit feedback from peers and teachers on their work &amp; progress</td>
</tr>
<tr>
<td>- Students are self-paced - move asynchronously through coursework, depending on their needs &amp; progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/ Volunteer Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers are actively monitoring student engagement &amp; learning (via both physical presence and observation, &amp; circulating among all students)</td>
</tr>
<tr>
<td>- Teacher sets up and manages system for communication, that allows students to transparently request support/instruction</td>
</tr>
<tr>
<td>- Facilitates strategic peer &amp; instructional pairings to promote support &amp; collaboration</td>
</tr>
<tr>
<td>- Foster and support student reflection &amp; self-assessment (around process, engagement, autonomy)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What resources support learning? How is learning assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Classroom environment and layout of space must allow for independent work areas throughout the room.</td>
</tr>
<tr>
<td>- Access to technology is needed to support individual learning.</td>
</tr>
</tbody>
</table>
### 1:1 Tutoring

**One to one instruction to accelerate or reteach students**

| Student Learning | - Students are receiving 1:1 support from: teachers, community partners, or students who have already shown mastery on this competency.  
- Eliciting 1:1 support from classroom community to demonstrate mastery.  
- Offering 1:1 support to classroom community to help fellow students achieve mastery.  
- Accessing resources needed to support acceleration or relearning. |
| Teacher/ Volunteer Actions | - Directing which students need 1:1 tutoring each day.  
- Directing which students should offer their 1:1 support to their classroom community.  
- Tutor has plan in place for the students selected for 1:1 support.  
- Checks for understanding during the 1:1 time.  
- Tutor transitions student to individualized learning time by giving the student specific and measurable next steps. |
| What resources support learning?  
How is learning assessed? | - Additional adults in the room during 1:1 time.  
- Variety of texts and opportunities for students to demonstrate mastery.  
- Monitoring tools for informal assessments.  
- Technology access to support individualized student learning. |

### Targeted Instruction - Small Group

*Small group based on need for initial instruction, scaffolding, reteaching, or acceleration.*

| Student Learning | - Students are receiving small group instruction focused on a discrete skill within a competency from teachers and/or peers.  
- Small group learning will set the stage for the independent work time.  
- Space and time for gaps to be filled within instruction  
- Time where teachers are setting students up for success. |
| Teacher/ Volunteer Actions | - Teacher provides instruction through best instructional practices to the small group  
- Teacher sets up and manages routines for small group instruction  
- Teacher checks for understanding through formative assessment, questioning, as well as through discourse. |
| What resources support learning?  
How is learning assessed? | - Classroom setup must allow for small group space  
- Technology access to support individualized student learning. |
Teachers have increased flexibility to meet students where they’re at and personalize learning as needed. Teachers, informed by data will have ability to determine the extent to which instruction occurs in whole group, small group, or independently. Teachers will use ongoing formative assessment to meet individual student needs more readily and promote acceleration and recuperation.

What will our teachers need to master in this model?

- Instruction and assessment in a competency-based system.
- Deep understanding of standards and grade-level progressions.
- Create, use, and assess proficiency scales to inform instruction and determine competency.
- Using proficiency scales in to inform grading practices consistently across the building.
- Plan for components of personalized learning including blended learning approaches (i.e. individualized learning time, 1:1 tutoring, and targeted instruction and collaborative work)
- Effective co-planning for intervention and acceleration within a collaborative house model.
- Effective co-planning/co-teaching for the humanities course.
- Integration of global competencies/themes into all content areas.
- Embed ELL best practices in all classes.
- Plan for and implement culturally responsive practices.

How/when do we train teachers and build their capacity to be successful?

- All staff back to school kickoff learning prior to 1st day (Time TBD annually prior to the start of the school year)
- The school will have approximately monthly full day PD days in place of Late Start Wednesdays.
- These days will overlap with the elementary EPR days in order to better support our students with younger siblings who are responsible for their care when school is not in session.
- Providing consistent time and opportunity within the school day for teacher collaboration and planning.
B. Curriculum and Standards

Using Colorado Academic Standards and global competencies, ACHS will develop proficiency scales and student progress goals that define transparent performance outcomes. ACHS is proposing a proficiency scale rating system ranging from 0-4 including .5 increments which ensures all students can deepen rigor through level four by developing, applying, and creating knowledge and skills.

Rationale

This allows teachers to engage students at level four which allows for more rigorous and engaging learning opportunities and experiences.

To support this model:

- Students will receive explicit instruction to self-direct and self-manage learning.
- This will be addressed directly in advisory and integrated throughout the full day.
- Teachers will receive training/PD in best practices to manage and instruct with personalization.

Timeframe

- Year 1 (2016-17):
  - All grade levels: cultural shift: staff will focus on specializing and becoming “experts” in the standards and proficiency levels within their assigned work. Build staff capacity by providing training on classroom design to help teachers look at their own beliefs about learning, examine tenets of personalizing learning, build student agency by creating classroom codes of collaboration, introduce new operating procedures, enhance formative assessment, develop and take advantage of transparency of learning targets, and plan for a competency-based instructional model that emphasizes higher order skills.
  - 9th grade: full implementation in core content areas

- Year 2 (2017-18): 9th and 10th full implementation, continue deepening staff capacity to change instruction school-wide

- Year 3 (2018-19): 9th, 10th, and 11th full implementation, continue deepening staff capacity to change instruction school-wide

- Year 4 (2019-20): Full school implementation

How will we know if students demonstrate proficiency?

- Standards and scale aligned assessments (formative and summative) and performance tasks will be created within PLCs using scoring rubrics to assess student proficiency at levels 3 and 4. Teacher will have common understanding of what proficiency looks like through the use of student benchmarked work samples.
• Teachers will also utilize NWEA MAPS assessments to measure student growth and gather data to level students and provide appropriate supports.
• Valid assessments allow teachers and students to collect a body of evidence that shows students’ proficiency levels on the specific learning outcomes which allow students to advance to next learning outcome when they have reached proficiency.

Grading and Graduation: Sample

Grades are issued based on demonstration of identified competencies for each course
1. To earn credit, a student must demonstrate proficiency (3.00-4.00) in a minimum of 70% of course outcomes and demonstrate understanding at least a level 2.0 in all remaining course outcomes

2. Proficiency Scales may be converted into letter grades for GPA calculation and College Application:
   ■ 3.00-4.00 = A
   ■ 2.50-2.99 = B
   ■ 2.00-2.49 = C
   ■ 1.00-1.99 = D
   ■ Below 1.00 = F

3. In this competency based system, grades are based solely on students’ current levels of performance with specific identified competencies

4. Attendance, behavior, and other non-achievement measures are not part of core content grading in a competency based system (Seat time, homework completion, etc. do not factor into grade calculation)

5. Attendance, behavior, and other “soft-skills” along with demonstrations of global competencies may be reflected in Advisory grades.

Student Classification - Sample

Advancement / Promotion based on acquisition of credits rather than age or number of years a student has been enrolled in school.

For Example:
• Freshmen = White Belts
• Sophomores = Yellow Belts
• Juniors = Green Belts
• Seniors = Black Belts

3.) Special Populations

This Innovation Plan embeds ELD supports throughout the day, see Educational Model.
SECTION III: TALENT MANAGEMENT

A. Recruitment and Hiring

ACHS Human Capital Strategy: In order to ensure every student has the most effective teacher, we will implement a robust, competitive, and culturally responsive human capital system, which includes:

1. A recruitment system that attracts and generates a pool of highly effective, diverse candidates
2. A multi-step selection process that assesses candidates based on a set of skills and traits required to be successful at our school
3. An onboarding plan to orient and equip all new hires with the information and skills needed to be successful at our school
4. A transparent and equitable evaluation process that assesses staff strengths and areas for growth and provides meaningful and timely feedback fostering individual reflection and growth.

At ACHS, the recruitment plan aims to ensure that we maintain a pool of highly qualified and effective applicants throughout the year. This plan will include an aggressive marketing plan to attract the best qualified staff. An in-staff full-time Recruitment/Marketing specialist will oversee this process. This plan will also include partnerships with Colleges and Universities.

Recruitment Flexibility

At ACHS our recruitment plan is to develop a system that has the flexibility to recruit highly effective and highly qualified staff that supports the needs of our community. This system is separate from the APS district HR process but is supported by the district.

Rationale

Students will have teachers that bring a set of skills that relate back to our theme of “International Leadership.” At ACHS our students will benefit from a highly skilled staff and build better relationships with all school staff which will increase student attendance and improve student achievement. Teachers will not only hold themselves to a higher standard, they will also hold their students to higher standards. The students need consistency from all staff working with them and deserve staff that will be capable of helping them meet their goals. ACHS is becoming a school of International Leadership so our staff should reflect that theme.

Multi-Step Selection Process

At ACHS staff will be selected through a rigorous multi-step process. Staff will be held to a higher standard and expected to maintain that standard in order to continue year to year employment. This is will be based on our new innovative teacher-evaluation process. This
process will ensure that teachers are truly committed to the innovation process, our students, families and the community.

**Conditions and Flexibilities**
- HR support to hire recruitment specialist.
- Request a waiver from the district to hire non-licensed staff.
- Request a waiver from the district for differentiated hiring timelines.
- Request the EA position to be brought back to Central.
- Create an internship program for our seniors to fill classified support positions.

**Timeline**
- Year 1: Hire full-time recruitment specialist to begin ongoing process
- Year 2: Formal Partnerships with University and Colleges, Boettcher Foundation, Teach Across America, Grow Your Own Program
- Year 3: Fully implemented

**B. Retention & Compensation**

ACHS will have a *differentiated retention and compensation model* that incentivizes teachers for hard to staff areas, and additional leadership pathways. This model will include Compensation, Career Pathway Advancement Opportunities, Collective Voice in Educational Decisions and Adequate Teacher Support Systems. ACHS needs the flexibility in staffing to allow for quick and actionable decisions to ensure students engage with the most effective instructional staff at all times. This will be achieved through annual staff contracts.

**Objectives**
- Compensation- Create a salary structure that will attract and retain highly-effective educators and reward them for specific roles, responsibilities and achievements.
- Career Pathway Advancement Opportunities - Give staff a variety of opportunities to advance and participate in leadership roles.

**Impact on Students and Staff**

Offering incentives/bonuses at ACHS will attract higher talent staffing pool to the school, allowing us to be more selective in hiring in order to ensure students have access to the most highly effective teachers. This incentive ability will also provide a competitive hiring ability with the surrounding higher achieving districts. The ability to provide extra incentives will ensure we do not have vacancies and are able to meet the needs of our students in all hard-to-staff content areas. A more robust career progression/ladder structure will provide students with access to teachers who have developed expertise in various areas. Last, this system will incentivize excellent teachers to stay at our school, students will benefit from increased staff consistency and the ability to build longer-term relationships with adults resulting in increased student achievement.
At ACHS this system of career progression and compensation will provide adults in our school with increased job satisfaction, decreased chronic teacher absenteeism, increased interest in pursuing a long-term career at this school, leadership skills and the opportunity to specialize in areas of interest, and additional compensation.

Sample Options

Annual Staff Contracts could include:

- Salary Portability (Honoring teaching experience at hiring)
- Hard-to-Staff School - TBD ($2000) annual bonus
- Hard-to-Staff Subject Area - TBD ($2000) annual bonus
- Student Achievement Growth Goals Met (as measured by state assessment) - TBD ($2000) (paid after results are released)
- Career Leadership Pathway - TBD ($2000) per pathway progression
  - Base (Effective Instruction; professional development)
  - Teacher Leader (Effective Instruction; School-Based Roles (CTE, PLC, Dept Chair)
  - Master Teacher (Effective Instruction/Demonstration classroom; Instructional Leadership Team; PD planner/facilitator
  - Instructional Teacher Leader (Coach working with admin to support Instruction)

Timeline

- Year 1: Immediate Compensation for staff who meet expectations.
- Year 2: Structured System of Incentives
- Year 3: Fully Implemented Differentiated System

This Innovation Plan will need to add a system for incentivized compensation in addition to the district pay scale in order to retain highly effective staff. This system will include structured pay incentives designed around high needs bonuses, career progression, leadership, involvement, student relations and student achievement. Request waiver from master agreement for additional incentivized compensation and request waiver from master agreement for annual staff contracts will be considered.

Rationale

In recent years, ACHS has had a large turnover of teachers and must address this issue to establish foundational consistency for our students. While salary is not always the main reason individuals enter the teaching profession, research indicates it has an impact on who enters the profession (Milanowski 2003) and who stays. Our school’s three year retention and vacancy data demonstrates we have a significant challenge attracting teachers to even consider applying
at our school. Similarly, annual data indicates significant teacher turnover, which includes the loss of high performers.

Why offer differentiated career opportunities?

Teacher retention is enhanced by creating paths for teacher promotion (i.e., career ladders) that increase responsibility and leadership, and reward outstanding teaching practice. Career ladders have the potential to increase the job satisfaction of teachers by adding professional challenges and rewards, increasing their likelihood of staying at the school (Ingersoll 2004). Career ladders also have the built-in potential to increase retention among less-experienced teachers by presenting a challenging and rewarding future career prospect attainable without leaving the school.

D.) Evaluation

At ACHS, we will be enhancing our current system for evaluating our teachers. These enhancements will include:

- No Formal Observations
- 8 Informal’s a year (option of 2 being peer observations)
- 2 Evaluations a year (Mid and End of the Year)
- Differentiated focus based on experience
  
  (Year 1: QS 1 and 2, Year 2: QS 1, 2 and 3, Year 3: QS 1, 2, 3, 4 and 5)
- SLO - Teacher developed (Non testing data)
- Student Evaluations
- Self-Evaluation

Rationale

At ACHS, the stakeholders want students to have the opportunity to engage with highly-qualified staff. Research has proven that highly-qualified staff are the result of an accurate and efficient evaluation model. The current model limits our opportunities to engage in meaningful dialogue and consumes our time. The following are proposed steps to support a higher quality instructional staff:

- Year 1: Remove formal observations from pre-existing model and transition to 8 informal observations throughout the year. Create and train a pool of “peer evaluators” to implement second semester or the following year. Differentiated focus for teachers based on experience. Generate and pilot student evaluation.
- Year 2: Reflect and adjust implemented evaluation process. Fully implement student evaluation. Create new process for evaluating classified staff based on their specific roles. Create new process for evaluating administrative staff based on their specific roles.
- Year 3: Reflect on and adjust Year 1 and 2 implementation, as necessary
Students will benefit from this evaluation process by having highly qualified staff who are continually improving their professional practices. This enhanced evaluation process will give staff a more meaningful evaluation with opportunity for frequent feedback and more opportunities to reflect and adjust their practice.

**Considerations and Flexibilities**

- Create the criteria for the pool of “peer evaluators.”
- Request waiver from master agreement about “formal observations.”
- Create Template for “informal feedback.”
- Create criteria for differentiated evaluations based on teacher experience.
- Create template for student evaluations
- Create evaluation for specific roles of classified staff.

**Waivers from state and local policies to:**

- Allow school to determine own hiring process, timeline
- Allow school to refuse mandatory placements
- Allow school to hire non-licensed staff for supplementary (non-core) areas
- Allow school to offer annual contracts
- Allow school to develop own evaluation process, modify existing process to fit school’s needs
- Allow school to set own compensation structure
- Allow school to depart from APS Calendar and develop own calendar
- Allow school to select own textbooks and curriculum
- Allow school to set own grading and assessment system
- Allow school to set own GPA policy
- Allow school to create own student retention, promotion, acceleration policy
- Allow school to create own Grad Requirements

Reference the Waiver Section in this application for additional information.

ACHS students will benefit from this evaluation process by having highly qualified staff who are continually improving their professional practices. This enhanced evaluation process will give staff a more meaningful evaluation with opportunity for frequent feedback and more opportunities to reflect and adjust their practice.

E.) **Coaching and Job-Embedded Supports**

Differentiated and job-embedded teacher supports include:

- Personalized teacher supports: offered through choice PD time, coaching, and frequent, informal observation feedback cycles.
• Planning: standard prioritization, proficiency scales, standards based/competency based instruction, gradual release, student facing learning targets
• Classroom management
• Student engagement strategies
• Teacher needs based off of observation, feedback, evaluation data, teacher self-identified need, and coaching support.
• Administrative supports related to implementation of a competency based system.
A. Budget and Policy

In progress

Summary Budget:

<table>
<thead>
<tr>
<th>School Name:</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2012-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
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<tr>
<td>Per Pupil Revenue</td>
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<tr>
<td>State &amp; Federal Grant Funds</td>
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<tr>
<td>Other Sources (i.e. savings from actuals v. averages)</td>
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<tr>
<td><strong>Total Revenue</strong></td>
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<tr>
<td>Instructional Salaries &amp; Benefits</td>
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<tr>
<td>Instructional Services / Supplies</td>
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<td>Other Instructional Expenses</td>
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<td><strong>Total Instructional Expenditures</strong></td>
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<td>Supporting Services Salaries &amp; Benefits</td>
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<td>Other Supporting Services Expenses</td>
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<td><strong>Total Supporting Services Expenditures</strong></td>
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<td><strong>Total Expenses</strong></td>
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<tr>
<td><strong>NET INCOME</strong></td>
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</tbody>
</table>
Expected Outcomes: Improvement in Academic Achievement

In progress

SAMPLE PERFORMANCE TARGETS TABLE (Modify as necessary):

<table>
<thead>
<tr>
<th>School Performance Targets (Innovation Years 1-4)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Expected PARCC (MGP) (Grades 4-10)</td>
</tr>
</tbody>
</table>

Aurora Central High School: Innovation Application Template
SUMMARY OF REQUIRED CHANGES

In progress

A.) District Policy Waivers with Replacement Language

IN PROCESS – All waivers are to be considered in process and will updated or altered to appropriately reflect feedback to the innovations models.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCE/GCF: Professional Staff Recruiting/ Hiring</th>
<th>Area of Impact: Talent Management – Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting</td>
<td>The Board directs the Superintendent to develop and maintain a recruitment program designed to recruit and retain high performing licensed personnel in the District's schools. It is the responsibility of the Superintendent and chief personnel officer, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other licensed personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the school system and the need for licensed staff members of various backgrounds. Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the Board may apply for a position for which s/he is licensed and meets other stated requirements.</td>
<td></td>
</tr>
<tr>
<td>Background Checks</td>
<td>Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.</td>
<td></td>
</tr>
<tr>
<td>Hiring</td>
<td>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the Superintendent and chief personnel officer.</td>
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</tr>
<tr>
<td>Appointment of Candidates</td>
<td>Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Superintendent and chief personnel officer would need to make a decision.</td>
<td></td>
</tr>
</tbody>
</table>
Aurora Central High School: Innovation Application Template

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
<th>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay.</th>
</tr>
</thead>
</table>
| Replacement Policy | [DRAFT] Recruiting

Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel and determination of compensation to the innovation school. While, the APS Human Resources Department will continue to provide support in professional staff recruitment and hiring, the school principal and leadership team, in alignment with the innovation plan, has the authority to determine the personnel needs of the school and to locate suitable candidates for employment. Any present employee of the Board may apply for a position for which s/he is qualified and meets other stated requirements.

Hiring

There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the innovation school. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the school principal.

GCE-GCF-R:

The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. Any employment offer from the school will be a written offer contingent upon a successful background check.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCK: Professional Staff Assignments and Transfers (GCK)</th>
<th>Area of Impact: Talent Management – Staff Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Language/Summary</td>
<td>Licensed personnel shall be assigned and reassigned as needed in a manner determined by the principal, chief personnel officer or designee and consistent with the Master Agreement between the district and the Aurora Education Association, which includes the principal’s consent for all transfers. The following transfer categories require approval by the Board of Education: 1. Transfer from one building to another; 2. Transfer from one position category to another (i.e., teacher to counselor, teacher to administrator, administrator to teacher); and 3. Transfer from one organizational level to another (i.e., elementary to middle school, middle to high school). The following reassignment categories are not considered transfers and do not require approval by the Board of Education: 1. Reassignment to a different grade level or area of instruction within a building; and 2. Reassignment of special teachers and special education teachers within their area of expertise. The three consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity...</td>
<td></td>
</tr>
</tbody>
</table>
### Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

### Replacement Policy

[DRAFT] The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

### District Policy

**GDJ: Classified Staff Assignments and Transfers** *(GDJ)*

**Area of Impact:** Talent Management – Staff Transfers

### Policy Language/Summary

Classified employees shall be assigned only to those positions for which the Superintendent of Schools deems they are qualified.

Classified employees who wish to transfer to a vacant position for which the employee is qualified shall: 1. Complete an online transfer request form. The employee’s supervisor will be notified via e-mail from human resources of the employee’s interest in transferring. Once a transfer form is complete, employees may use the HR request for transfer system to select posted positions to which they are interested in transferring. Only the assignments and/or locations specifically requested online by the employee shall be considered. 2. All requests for transfers will be considered; however, submission of a request does not guarantee an interview. 3. In all cases, the initiator of the transfer request will be advised of the action taken. 4. Transfer requests will be recorded in the human resources office. 5. The Board of Education shall act on all transfer requests approved by the Superintendent of Schools. 6. Employees requesting a transfer may withdraw said request at any time.

### Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

### Replacement Policy

[DRAFT] The school may refuse direct placements or involuntary transfers of classified staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

### District Policy

**GCFC – Professional Staff Licensing and Credentialing** *(GCFC)*

**Area of Impact:** Talent Management – Teacher Hiring and Licensure

### Policy Language/Summary

**Employment – License Requirement**

A Board of Education shall not enter into a contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds or is entitled to hold an educator’s license or letter of authorization issued in the manner prescribed by law.

**Services – Disbursements**

No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person.
for services as a teacher, except for services performed for a junior college district or in an adult education program, unless such person holds or is entitled to hold a valid educator's license, letter of authorization or written authorization from the Department of Education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or letter of authorization or shall have an application for such license or authorization in process at the Colorado Department of Education during all periods of employment by a school district. Any person who performs services as a teacher without possessing a valid educator's license or letter of authorization or without having an application for such license or authorization in process at the Colorado Department of Education shall forfeit all claim to compensation out of school district monies for the time during which services are performed without such license, letter or written authorization.

Qualifications - Licensed Administrators

All licensed administrators shall hold the required degree from an accredited institution of higher education. All building and district licensed administrators shall hold an appropriate Colorado license with the appropriate endorsement, as required by law, or prescribed by the district. All building administrators must have previous teaching experience. The Superintendent of Schools may designate other positions for which the incumbent must have previous teaching experience. Exceptions to these minimum qualifications for administrators may be made by the Superintendent of Schools: a. For applicants who lack the required professional license and/or degree, but who are pursuing a program leading to its completion; and/or b. When a position warrants special expertise, the district may request the Colorado Department of Education to issue the applicant emergency authorization.

Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects and non-licensed administrators.

Replacement Policy

[DRAFT] The school will employ highly qualified and licensed professional staff for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed employees for supplemental and enrichment instruction and non-licensed administrators as necessary to implement the innovation plan.

District Policy

GCB: Professional Staff Contracts and Compensation (GCB)  
Area of Impact: Talent Management – Teacher Contracts

Policy Language/Summary

**CONTRACTED EMPLOYEES**

Contracted employees shall be defined as those employees issued contracts by the Board of Education. Employees in this category fill positions on a full-time or regular part-time basis and are eligible for non-probationary status, fringe benefits and placement on the appropriate salary schedule.

**NON-CONTRACTED EMPLOYEES**

Non-contracted employees shall be defined as those employees not issued contracts by the Board of Education. Employees in this category include limited part-time, hourly or temporary employees. Such employees are not eligible for non-probationary status, fringe benefits or placement on the teacher or administrative salary schedule.

**NON-PROBATIONARY TEACHER**

A teacher with three continuous years of full-time employment shall be considered non-probationary at the beginning of his/her fourth year. Full-time employment is currently defined in state statute as performing four or more hours of services per day. While on a leave of absence, a teacher may not be
### Rationale for Innovation

To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.

### Replacement Policy

[DRAFT] **IN PROCESS** Effective July 1, 2016, all ACHS licensed employees are considered “at-will” and hired on a one year only contract for SY 16-17. Staff released at the conclusion of SY 16-17 may reapply and compete for positions vacant for SY 17-18. As an incentive for hiring supervisors to consider these staff members, the TE value (cost) of these employees to the site will be reduced.

All licensed employees who choose not to return to or are “released” from ACHS are guaranteed placement into a non-mutual consent position for SY 16-17. Decisions to return to ACHS must be made in March, 2016. Licensed staff members placed into a non-mutual consent position for SY 16-17 must compete for a mutual consent position for SY 17-18, consistent with Section D (Mutual Consent Transfer Procedures) of Article 19.

### District Policy

**GCQF: Discipline, Suspension and Dismissal of Administrators and Professional/Technical Employees** *(GCQF)*

**Area of Impact:** Talent Management – Teacher Dismissal

The Board of Education authorizes the Superintendent to compose and implement regulations relating to the suspension, discipline and termination of administrators and professional/technical employees. Such regulations shall be designed to treat administrators and professional/technical employees fairly, while at the same time maintain a productive and efficient workforce.

**GCQF-R: VII. Dismissal and Resignation**

A. The Superintendent and the chief personnel officer, shall each have the power to immediately accept the resignation or retirement of any employee, including any administrator or professional/technical employee.

B. A recommendation for dismissal of an administrator or professional/technical employee may be made to the chief personnel officer, by the administrator’s supervisor, department head or division head. If the recommendation is approved by the chief personnel officer, the employee will be notified in writing within a reasonable time with the reasons for the recommendation set forth.

C. Administrators and professional/technical employees, including probationary and nonprobationary administrators and professional/technical employees, are not eligible to file grievances.

D. If a nonlicensed, nonprobationary administrator or professional/technical employee being recommended for termination from all employment with the school district (as opposed to lesser discipline such as demotion) wishes to appeal that decision, he/she may do so through the following sequence of appeal. 1. Within five working days of the conference in which the nonlicensed, nonprobationary administrator or professional/technical employee is notified of the recommendation to terminate, the administrator or professional/technical employee shall submit to the office of the Superintendent a written request for an appeal. The appeal will be heard by the Superintendent or designee. 2. A nonlicensed, nonprobationary administrator or professional/technical employee wishing to appeal the decision of the Superintendent shall, within five working days following receipt of the Superintendent’s decision, submit to the office of the Superintendent a written request for an appeal to the Board of Education. The review shall be held in accordance with district policy/procedure for employee appeals to the Board. The decision of the Board of Education shall be final.

E. If a licensed, nonprobationary administrator or professional/technical employee being recommended...
for termination from all employment with the school district (as opposed to lesser discipline such as demotion) wishes to appeal the decision, he/she may do so by following the procedures set forth in the teacher employment, compensation and dismissal act, C.R.S. 22-63-301 et seq.

F. The effective date of an administrator’s or professional/technical employee’s termination shall be the last actual day worked.

G. An administrator’s or professional/technical employee’s resignation or retirement shall be effective as of the date and time when it is accepted by the Superintendent, Deputy Superintendent or chief personnel officer, whether the acceptance is verbal or written. Any verbal acceptance of a resignation or retirement shall be confirmed in writing.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
<th>To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Policy</td>
<td><strong>[DRAFT]</strong> IN PROCESS The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-301, C.R.S. 22-63-302, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. Ineffective staff may be dismissed according to the policies and procedures outlined in the innovation plan and the employee handbook. All licensed employees who choose not to return to or are “released” from ACHS are guaranteed placement into a non-mutual consent position for SY 16-17. Decisions to return to ACHS must be made in March, 2016. Licensed staff members placed into a non-mutual consent position for SY 16-17 must compete for a mutual consent position for SY 17-18, consistent with Section D (Mutual Consent Transfer Procedures) of Article 19. Effective July 1, 2016, all ACHS licensed employees are considered “at-will” and hired on a one year only contract for SY 16-17. Staff released at the conclusion of SY 16-17 may reapply and compete for positions vacant for SY 17-18. As an incentive for hiring supervisors to consider these staff members, the TE value (cost) of these employees to the site will be reduced.</td>
</tr>
<tr>
<td>District Policy</td>
<td><strong>GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules (GCBA)</strong></td>
</tr>
<tr>
<td>Policy Language/ Summary</td>
<td>Employees of the District shall be paid in accordance with the salary schedules or individual contracts adopted by the Board of Education. Placement of an employee on the appropriate salary schedule shall be made by the chief personnel officer, consistent with the policies adopted by the Board of Education and with established regulations. The salary schedules and details are further outlined in the accompanying APS Policies to GCBA (GCBA-1-E, GCBA-2-E, GCBB-R, and GCBB-1-E).</td>
</tr>
<tr>
<td>Rationale for Innovation</td>
<td>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay. The school will pursue a differentiated compensation structure.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td><strong>[DRAFT]</strong> Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought</td>
</tr>
</tbody>
</table>
through the innovation plan (including pay portability/transferability).

As detailed in the innovation plan, the compensation structure at the school will be differentiated to support strategic recruitment and retention, student achievement growth goals, and personnel career-leadership pathways.

| District Policy | GCOC: EVALUATION OF ADMINISTRATIVE AND PROFESSIONAL/TECHNICAL STAFF  
 gcoc | Area of Impact: Talent Management - Performance Evaluation |
|----------------|-------------------------------------------------------------|

**Policy Language/Summary**

**Purpose of Evaluation**

The administrator and professional/technical performance evaluation system should assist in creating positive working relationships among members of the Board of Education and administrative and professional/technical staff by clarifying and accommodating the responsibilities of the Board and the professional needs of staff as described below.

To accommodate the responsibilities of the Board of Education, the evaluation system should: 1. assure that Board policies, programs, and goals are carried out as intended; 2. clarify staff duties and responsibilities to the district; and 3. improve the overall quality of administrative and professional/technical staff in the district.

To accommodate the professional needs of administrators and professional/technical staff, the evaluating system should: 1. identify and reinforce strengths in staff performance; 2. identify and assist in the elimination of weaknesses in staff performance; 3. direct staff into appropriate avenues of professional growth; and provide ample warning and assistance prior to termination when appropriate and feasible.

**Frequency of Evaluation**

Administrators and professional/technical staff shall be evaluated annually. More frequent evaluations may be initiated at the discretion of the supervisor. Nothing in this policy shall limit the authority of the Board of Education to demote or terminate any administrator or professional/technical employee as authorized by Colorado Revised Statutes.

**Rationale for Innovation**

To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

**Replacement Policy**

[DRAFT] In accordance with the innovation plan, the school shall be responsible for developing and implementing a program for the performance evaluation of its employees. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.

| District Policy | IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR  
 IC/ICA | Area of Impact: Calendar and Schedule |
|----------------|-----------------------------------|

**Policy Language/Summary**

**The school year calendar shall be adopted by the Board of Education each year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved by the Board of Education.**

**Rationale for Innovation**

To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.

**Replacement Policy**

[DRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the following school year, the length of time the school will be in session during the next following year.
The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved through the innovation plan.

<table>
<thead>
<tr>
<th>District Policy ID: SCHOOL DAY (ID)</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Language/ Summary</strong></td>
<td>As stated in C.R.S. 22-32-109(n)(l), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation]. Grades six through twelve: 1080 hours per school year C.R.S. 22-32-109(n)(ll)(A) further states that actual hours of teacher-pupil instruction and teacher-pupil contact may be reduced to no fewer than [the hours indicated in the regulation]. Grades six through twelve: 1056 hours per school year ID indicates the district’s minimum school day length requirements. High schools (grades 9 through 12) shall offer seven periods, exclusive of lunch. Each high school shall determine the minimum number of periods required for student enrollment at each grade level. In case of overcrowded conditions, schedules may need to be adjusted to accommodate extended day programs, split sessions or other adjustments to the regular program.</td>
</tr>
<tr>
<td><strong>Rationale for Innovation</strong></td>
<td>To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.</td>
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<td><strong>Replacement Policy</strong></td>
<td>[DRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the following school year, the length of time the school will be in session during the following year. The school day adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. Each high school shall determine the minimum number of periods required for student enrollment. Schedules may need to be adjusted to accommodate extended day programs, split sessions or other adjustments to the regular program.</td>
</tr>
<tr>
<td><strong>District Policy</strong></td>
<td>I. The Board of Education shall determine the basic instructional material for all courses of instruction, including all material to be used in the human sexuality portion of any curriculum. II. The Board of Education shall adopt supplementary materials, as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly. III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A. Supplemental instructional materials and programs approved by the</td>
</tr>
<tr>
<td><strong>Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy UL, of the Aurora Public Schools</strong></td>
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<tr>
<td>IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.</td>
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<tr>
<td>V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.</td>
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<tr>
<td>VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education.</td>
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<tr>
<td>VII. A special public display of instructional material recommended for adoption shall be maintained for two weeks during the month preceding action by the Board of Education.</td>
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<tr>
<td>VIII. Materials adoption will normally occur as a part of the cyclical curriculum approval process, with lists of basic and supplementary materials available to the public.</td>
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<tr>
<td>IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials.</td>
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</tr>
<tr>
<td>X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Rationale for Innovation</strong></th>
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<tbody>
<tr>
<td>To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.</td>
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</table>

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<tr>
<th><strong>Replacement Policy</strong></th>
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<td><strong>[DRAFT]</strong> I. The school has the authority to determine its own basic instructional material for all courses of instruction as necessary to implement the innovation plan. The Board of Education shall determine the basic instructional material to be used in the human sexuality portion of any curriculum.</td>
</tr>
<tr>
<td>II. The school shall adopt supplementary materials in accordance with the innovation plan and as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly. The school will retain the authority to adopt research-based materials in support of the innovation plan.</td>
</tr>
<tr>
<td>III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A. Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy UL, of the Aurora Public Schools. Innovation schools will retain the authority to adopt additional research-based materials in support of the innovation plan.</td>
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<td>IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.</td>
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</table>
V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.

VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education. The school will maintain an accurate, up-to-date list of any other instructional material adopted in accordance with the innovation plan, to be made available upon request.

VII. A special public display of instructional material recommended for adoption shall be maintained for two weeks during the month preceding action by the Board of Education.

VIII. Materials adoption will normally occur as a part of the cyclical curriculum approval process, with lists of basic and supplementary materials available to the public.

IX. Previously adopted materials which are not specifically reapproved during the curriculum revision process will be considered to be disapproved and will be removed from the District in accordance with procedures governing disposal of books and other instructional materials. Innovation schools will retain the authority to adopt and reapprove additional research-based materials in support of the innovation plan.

X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning. Innovation schools will retain the authority to purchase and use additional research-based instructional computer software in support of the innovation plan.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>IKA: Grading and Assessment Systems (IKA)</th>
<th>Area of Impact: Educational Program</th>
</tr>
</thead>
</table>

### District Policy

**IKA: Grading and Assessment Systems (IKA)**

**District Assessment System**

In addition to the state assessment system, the district has developed a comprehensive assessment system that: • challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge; • includes “early warning” features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary; • provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and • provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district’s academic standards.

**Additional Assessment Information for Parents/Guardians**

In accordance with state law and this policy’s accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

**Classroom Assessment System**

Classroom assessment practices shall be aligned with the district’s academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis. Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

**Student progress communication to parents/guardians**
Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee.

Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Criteria for grading student progress will be prescribed by the Superintendent of Schools.

IKA-R: Grading System

The basic grading system for reporting student academic progress in grades kindergarten through 8th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 9-12, the A, B, C, D, F system will be used. The letters are interpreted as detailed in IKA.

Rationale for Innovation

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and assessment systems.

Replacement Policy

[DRAFT] In accordance with the innovation plan, the school has the authority to develop and adopt basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. The system will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan.

In alignment with the school’s classroom assessment and grading systems, the school has the authority to determine its own report card policies and procedures. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee.

District Policy

IKC/IKD/IKAF: Class Rankings/ GPA/ Weighted Averages (IKC/IKD/IKAF)

Area of Impact: Educational Program

Policy Language/ Summary

The Superintendent of Schools shall establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting.

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board of Education believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities, and for scholarships and financial aid.

Therefore, the Board of Education directs the Superintendent of Schools to establish a written standard to determine which courses would offer students the opportunity to earn a weighted grade. Courses in any
Aurora Central High School: Innovation Application Template

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
<th>Content area that meet or exceed that standard may, but will not be required to, offer weighted grades. Calculations and procedures are detailed in IKC/IKD/IKAF-R.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Replacement Policy</th>
<th>To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and ranking system.</th>
</tr>
</thead>
</table>

**[DRAFT]** In accordance with the innovation plan, the school has the authority to establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting. The system will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>IKE: Retention, Promotion, and Acceleration of Students (IKE)</th>
<th>Area of Impact: Educational Program</th>
</tr>
</thead>
</table>

### Policy Language/Summary

#### RETENTION
Retention of students is an option for students at any grade level who, after intensive interventions, are performing below established targets. Retention should be considered only after the following factors have been considered and documented. • Performing significantly below established targets in at least two of the three content areas of reading, writing, and math • Evidence of insufficient academic growth • Chronological age of student • Language proficiency • Special education • Attendance record/truancy • Transiency • Previous grade retention

Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations.

Consideration of retention for students with special education needs must follow the process established by the Exceptional Student Services department.

Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year retention occurs, retention procedures must be followed.

#### PROMOTION
Placement in the next grade level shall not be contingent upon completion of summer school.

Intervention must occur before retention decisions are made. The parent/guardian must be notified of the recommendation for intervention. Intervention may include but is not limited to the following: in-class interventions, summer school, after school tutoring, extended learning opportunities or other alternative programs.

#### ACCELERATION
Acceleration could be proposed for students whose achievement in reading, writing and/or number sense is considerably above grade level and/or who demonstrate significant high performance in other areas. Parent(s) must be notified when one of the above conditions exists and be advised of options for acceleration. Acceleration may occur in the student’s current grade level or at a higher grade level.

#### APPEAL
In the event of disagreement about the advisability of retention or acceleration, the principal shall make the decision, which may be appealed to the chief academic officer.
### Rationale for Innovation

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student retention, promotion, and acceleration system.

### Replacement Policy

[DRAFT] The school may determine its own student retention, promotion, and acceleration policies and procedures in order to implement the innovation plan. Student retention, promotion, and acceleration policies determined by the school will align with Common Core Standards and Colorado Academic Standards, as well as the goals and objectives outlined in the innovation plan. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan.

### District Policy

<table>
<thead>
<tr>
<th>District Policy</th>
<th>IKF: Graduation Requirements – High School (IKF)</th>
<th>Area of Impact: Educational Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum high school graduation requirements for Aurora Public Schools are 22 units of credit as stated in IKE. Credit for courses will be awarded to those students who receive a passing grade for the course. A passing grade indicates that the student has met the standards embedded in that course. Graduation credits may be earned through approved programs or online courses. Effective with the class of 2015, courses in speech, theater, journalism, yearbook production, commercial broadcasting, and broadcast writing and television production will be awarded elective credit. All courses outside of the areas of English, mathematics, science, social sciences, and world language will receive elective credit. In addition to the core academic requirements, students may choose any combination of courses, including additional core academic courses, to meet the 22 credits required for graduation. Students who enroll in the District after the completion of their twelfth grade year must take and obtain a minimum of two (2) credits, one of which must be in a core academic area. In 2010 the Colorado Commission on Higher Education revised their admission requirements for in-state colleges and universities. Effective with the graduating class of 2015, Aurora Public Schools graduation requirements match the in-state college and university admissions requirements. Students will consult with their high school counselors and college admission offices to assure that their Individual Career and Academic Plans (ICAPs) outline course selections that qualify them for the college or university of their choice. ICAPs for all APS students are initiated in the 6th grade. This allows students to set career and academic goals and create a plan to achieve them. Students completing pathway plans of study will be eligible to receive a differentiated diploma. All plans of study will meet the minimum graduation requirements outlined above, and may include the requirements of earning college credit and industry certifications. The issuance of differentiated diplomas will allow Aurora Public Schools to assure that graduates meet postsecondary and workforce readiness requirements as called for in state legislation. The Aurora Public Schools Division of Equity in Learning shall determine the type of credit to be applied to each course. Exceptions to the above credit requirements for graduation may be made by the superintendent of schools or designee. Pilot schools may set their own graduation credit requirements as long as they are equal to or more rigorous than the district’s requirements.</td>
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</tbody>
</table>

### Policy Language/Summary

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to...
Innovation
meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student graduation requirements.

Replacement Policy
[DRAFT] In accordance with the innovation plan, innovation schools may set their own graduation credit requirements. The school-determined requirements will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan.

B.) State Statute & Rule Waivers with Replacement Language

IN PROCESS – All waivers are to be considered in process and will updated or altered to appropriately reflect feedback to the innovations models.

<table>
<thead>
<tr>
<th>State Statute</th>
<th>Statute Description</th>
<th>Area of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</td>
<td>In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (f) (1) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school.</td>
<td>Talent Management – Hiring</td>
</tr>
<tr>
<td>C.R.S. 22-63-206 Local board duties concerning school calendar</td>
<td>Pursuant to state law, the APS board will delegate decision-making authority related to selection of school personnel and determination of compensation to the innovation school. The principal, in consultation with the school leadership team and in alignment with the school innovation plan, will select school personnel directly and rates of pay will be at or above the district schedule. For all unique job descriptions the school leadership team shall determine the rate of pay during the budget cycle for the following year.</td>
<td>Talent Management – Staff Transfers</td>
</tr>
<tr>
<td>State Statute</td>
<td>Statute Description</td>
<td>Area of Impact</td>
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</tr>
<tr>
<td>Section 22-63-206</td>
<td>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</td>
<td>Talent Management – Staff Transfers</td>
</tr>
</tbody>
</table>
(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.

(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.

(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher’s employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.

(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.

Rationale for Innovation
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay (interacts with 22-32-109(1)(f) & 22-63-201). To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

Replacement Policy
[DRAFT] The school may refuse direct placements or involuntary transfers of personnel as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service as detailed in the innovation plan. The school will have the authority to determine which staff are contributed to the district hiring pool.

State Statute
C.R.S. 22-63-201 Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate (201)  
Area of Impact: Talent Management – Teacher Hiring and Licensure

Statute Description
(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher’s license or authorization issued pursuant to the provisions of article 60.5 of this title.

(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described
in section 22-60.5-207.

(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
<th>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects (interacts with 22-32-109(1)(f) &amp; 22-63-206).</th>
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<tr>
<td>Replacement Policy</td>
<td>[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan.</td>
</tr>
<tr>
<td>Statute Description</td>
<td>No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.</td>
</tr>
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<td>Rationale for Innovation</td>
<td>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. A waiver to C.R.S. 22-63-402 is required to pay any non-licensed teaching staff hired for non-core subjects.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan.</td>
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| Statute Description      | (1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing. (2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless [otherwise stated]. (c.5)(III)(A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable
number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

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<td>To strategically exit low performing staff and recruit/retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own hiring and termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.</td>
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**Replacement Policy**

The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. Ineffective staff may be dismissed according to the policies and procedures outlined in the innovation plan and the employee handbook. All licensed employees who choose not to return to or are “released” from ACHS are guaranteed placement into a non-mutual consent position for SY 16-17. Decisions to return to ACHS must be made in March, 2016. Licensed staff members placed into a non-mutual consent position for SY 16-17 must compete for a mutual consent position for SY 17-18, consistent with Section D (Mutual Consent Transfer Procedures) of Article 19.

Effective July 1, 2016, all ACHS licensed employees are considered “at-will” and hired on a one year only contract for SY 16-17. Staff released at the conclusion of SY 16-17 may reapply and compete for positions vacant for SY 17-18. As an incentive for hiring supervisors to consider these staff members, the TE value (cost) of these employees to the site will be reduced.

Mutual terminations will be negotiated between the employee and the school principal. If an employee intends to terminate his/her employment after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services at the school.

The school principal, in conjunction with the school leadership team and in alignment with the innovation plan, has the authority to make employment offers to qualified candidates. All employment offers from the school will be written offers contingent upon a successful background check.

The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. The school will have the authority to determine which staff are contributed to the district hiring pool. The school has the right to refuse direct assignments or involuntary transfers of personnel from the district.

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<td><strong>Statute Description</strong></td>
<td>(1)(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment. (2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</td>
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| Rationale for Innovation | To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective |
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### Statute Description

A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.

### Rationale for Innovation

To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.
(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.

(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher’s written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer. (b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters. (c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor. (b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing. (c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief
administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be
called, including the addresses and telephone numbers of the witnesses. Within seven days after the
teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may
supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses
and exhibits may not be added except upon a showing of good cause. (b) Neither party shall be allowed to
take depositions of the other party’s witnesses or to submit interrogatories to the other party. The affidavit
of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the
chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or
recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the
conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as
necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the
Colorado rules of evidence in excluding hearsay testimony. (b) The hearing officer may receive or reject
evidence and testimony, administer oaths, and, if necessary, subpoena witnesses. (c) At any hearing, the
teacher has the right to appear in person with or without counsel, to be heard and to present testimony of
witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By
entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be
prepared to commence the hearing within the time limitations of this section and to proceed expeditiously
once the hearing has begun. All school district records pertaining to the teacher shall be made available for
the use of the hearing officer or the teacher. (d) An audiotaped record shall be made of the hearing, and, if
the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the
teacher and the school district shall share equally in the cost of transcribing the record; except that, if a
party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that
party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney
fees and costs were awarded. (e) Any hearing held pursuant to the provisions of this section shall be
completed within six working days after commencement, unless extended by the hearing officer on a
showing of good cause, and neither party shall have more than three days to present its case in chief.
Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the
dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was
made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for
dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to
the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-
106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon.
The hearing officer shall make only one of the two following recommendations: The teacher be dismissed
or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on
retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than
twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its
written order within twenty days after the date of the hearing officer's findings and recommendation. The
board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or
the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing
officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor,
which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be
included in its written order. The secretary of the board shall cause a copy of said order to be given
immediately to the teacher and a copy to be entered into the teacher's local file.
(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S. (b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules. (c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible. (d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing. (e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for: (I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or (II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S. (b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).

| Rationale for Innovation | To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing |
### Replacement Policy

**[DRAFT] IN PROCESS** The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-301, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. Ineffective staff may be dismissed according to the policies and procedures outlined in the innovation plan and the employee handbook. All licensed employees who choose not to return to or are “released” from ACHS are guaranteed placement into a non-mutual consent position for SY 16-17. Decisions to return to ACHS must be made in March, 2016. Licensed staff members placed into a non-mutual consent position for SY 16-17 must compete for a mutual consent position for SY 17-18, consistent with Section D (Mutual Consent Transfer Procedures) of Article 19.

Effective July 1, 2016, all ACHS licensed employees are considered “at-will” and hired on a one year only contract for SY 16-17. Staff released at the conclusion of SY 16-17 may reapply and compete for positions vacant for SY 17-18. As an incentive for hiring supervisors to consider these staff members, the TE value (cost) of these employees to the site will be reduced.

### Statute Description

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<td>C.R.S. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule (401)</td>
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<th>Area of Impact: Talent Management – Compensation</th>
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(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.

(2) If a district chooses to adopt a salary schedule, the board shall place each teacher in the school district on the salary schedule at a level at least commensurate with, but not limited to, each teacher’s education, prior experience, and experience in the district as provided in the salary schedule.

(3) The adopted salary schedule, policy, or combination schedule and policy shall not be changed or modified during the school year in a manner so as to reduce the salary of a teacher for such school year; but the reassignment of a teacher with a reduction in salary pursuant to section 22-63-206 (2) or (3) shall not be included within the limitations of this subsection (3).

(4) The salary or compensation of any teacher may be changed for any succeeding school year in accordance with the salary schedule, policy, or combination schedule and policy adopted by the employing board. There shall be no reduction in the salary of any classroom teacher unless there is a general reduction in the salaries of all teachers in the district according to the adopted salary schedule, policy, or combination schedule and policy.

(5) The trustee or trustees of a trust for the benefit of a teacher compensation system in a school district coterminous with a city and county shall manage and invest the funds and assets held in trust pursuant to the standards and other provisions for trustees set forth in the "Colorado Uniform Prudent Investor Act", article 1.1 of title 15, C.R.S.

### Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay. The school will pursue a differentiated compensation structure.
Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability). Compensation structures will be determined annually based on staffing needs and the school budget, during the budget cycle.

As detailed in the innovation plan, the compensation structure at the school will be differentiated to support strategic recruitment and retention, student achievement growth goals, and personnel career-leadership pathways.

State Statute

C.R.S. 22-9-106 Local board duties concerning performance evaluations (106)

Area of Impact: Talent Management - Performance Evaluation

State Statute

(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.

(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.

Rationale for Innovation

To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

Replacement Policy

[1.5(a)] In accordance with the innovation plan, the school may develop and adopt its own personnel evaluation system, which will comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.

4(a) The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.

State Statute

22-32-109(1)(n)(l), C.R.S. Local board duties concerning school calendar (109)

Area of Impact: Calendar and Schedule

Statute Description

To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer
than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine
hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in
session for fewer than one hundred sixty days without the specific prior approval of the commissioner of
education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that
compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction
and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of
instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of
this subparagraph (I) upon application therefor by the board of education of the district.

Rationale for
Innovation
To effectively implement the innovation plan the school requires increased flexibility around scheduling
and use of time, including but not limited to increasing student learning time, common teacher planning
time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver
from C.R.S 22-32-109(1)(n)(I) to determine its own school year and school day calendar.

Replacement
Policy
[DFRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the
following school year, the length of time the school will be in session during the following year. The actual
hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set
by the district and state for public instruction.

State Statute
22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil
contact hours
Area of Impact: Calendar and Schedule

Statute
Description
(n)(II)(A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph
(I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school
pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four
hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours
for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing
deemed by the board to be necessary for the health, safety, or welfare of students.

Rationale for
Innovation
To effectively implement the innovation plan the school requires increased flexibility around scheduling
and use of time, including but not limited to increasing student learning time, common teacher planning
time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver
from C.R.S 22-32-109(1)(n)(II)(A) to determine its own school year and school day calendar.

Replacement
Policy
[DFRAFT] In accordance with the innovation plan, the school shall determine, prior to the start of the
following school year, the length of time the school will be in session during the following year. The actual
hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set
by the district and state for public instruction.

State Statute
22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar
Area of Impact: Calendar and Schedule

Statute
Description
(n)(II)(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district
calendar which is applicable to all schools within the district or shall provide for the adoption of a school
calendar for each individual school within the district. The district calendar or individual school calendars
may be adopted by the board of education, the district administration, the school administration, or any
combination thereof. A copy of the calendar shall be provided to the parents or guardians of all children
enrolled in schools within the district. Such calendar shall include the dates for all staff in-service programs
scheduled for the school year. The board, district administration, or school administration shall allow for
public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any
change in the calendar, excluding changes resulting from emergency closings or other unforeseen
circumstances, shall be preceded by adequate and timely notice from the board, district administration, or
To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time and teacher planning time. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(B) to determine its own school year and school day calendar.

Prior to the start of the following school year, in alignment with the innovation plan, the school will determine the following year’s school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. A copy of the upcoming school-year calendar and school-day schedule(s) shall be provided to all parents/guardians of students who are currently enrolled in the school. Such calendar shall include the dates for all staff in-service programs scheduled for the school year. The school shall allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of not less than thirty days.

In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;

To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.

C.) Collective Bargaining Agreements Waivers with Replacement Language

IN PROCESS – All waivers are to be considered in process and will updated or altered to appropriately reflect feedback to the innovations models.

[DRAFT] Innovation Replacement Policies for Additional Waivers from Collective Bargaining Agreements

| CBA Article/Section | Article 19: Teacher Transfers | Area of Impact: Talent Management – Staff Transfers |
A. General Considerations

1. Transfers shall mean only those changes involving moves from one (1) building (school location) to another. Reassignments to different grade levels or different areas of instruction within a building are not considered transfers. A transfer request shall be either voluntary and initiated by the employee or involuntary as initiated by the District. Return from leave as described in Articles 26, 30, 31, 32 and 33 and recall as described in Article 20 shall not be considered transfers under this Article. (2014)

2. In making transfers of teachers, consideration shall be given to the effect on students, the effect on the educational program of the District, the interest of the teachers involved, and establishing a balance in the distribution of teachers with regard to experience, length of employment in the District, and other significant characteristics such as gender, age and ethnic background. (2014)

3. Prior to filling a vacancy by hiring a new employee under contract (as opposed to using a substitute teacher in the vacancy), notice of that vacancy shall be posted on the District web site. (2014)

4. Teachers who desire a change of assignment within a building shall discuss the matter with their principal, but shall not submit a transfer request form. Final determination of intra-building assignments or reassignments shall be made by the principal. (2014)

5. Teachers who transfer through a voluntary transfer (Section B) or a mutual consent transfer (Section D) may transfer to a school only with consent of the hiring principal and with input from at least two (2) teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process. (2014)

B. Voluntary Transfers

3. New teachers shall not be given assignments until all existing teachers requesting transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all transfer candidates. (2014)

C. Involuntary Transfers

1. Teachers shall not be assigned without their consent to any position outside their areas of professional competence. (2014)

2. No teacher shall be transferred involuntarily without good cause. Such cause shall be stated in writing at a meeting between the teacher involved and the Superintendent, or the Superintendent’s designee, prior to the actual transfer. Good cause includes, but is not limited to, any teacher who is displaced as a result of a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution. (2014)

3. A list of all vacant appropriate positions shall be made available to an involuntary transfer. (2014)

4. If, in the view of the administration, there are two (2) or more assignments or schools appropriate for assignment to teachers involved in involuntary transfers, the teachers involved may designate an order of preference for up to three (3) positions. The administration shall consider the designation and shall make reasonable effort to place the teacher in one of the designated positions. (2014)

5. Involuntary transferred teachers shall retain all rights to subsequent voluntary transfer. (2014)

6. When a building must involuntarily transfer a teacher due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be the last non-probationary person hired into the building in the
The teacher chosen must be transferred under the mutual consent procedures outlined below. (2014)

D. Mutual Consent Transfer Procedures

1. The school District shall immediately provide the teacher with a list of all vacant positions for which s/he is qualified, as well as a list of vacancies in any area identified by the school District to be an area of critical need. To secure a mutual consent placement, the teacher shall apply and be considered for positions for which s/he is qualified. New teachers shall not be given assignments until all existing teachers requesting a mutual consent transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all candidates. (2014)

2. A non-probationary teacher who does not secure a mutual consent placement by the end of the contract year, shall become a member of a priority hiring pool and will be provided first opportunity to interview for a reasonable number of available positions for which s/he is qualified in the School District. New teachers shall not be interviewed until all teachers in the priority hiring pool who are qualified for the vacancy have been provided the opportunity to interview for the position by an administrator in the building where the vacancy exists. (2014)

3. The School District has the ability to place the teacher in a twelve-month or other limited-term assignment, substitute assignment or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. (2014)

4. If the teacher is unable to secure an assignment at a school of the School District after two (2) hiring cycles, the School District shall place the teacher on an unpaid leave of absence until such time the teacher is able to secure an assignment. For purposes of this Article, a hiring cycle shall be defined as the period of time commencing on April 1 and concluding on September 1. (2014)

5. If the teacher secures a position at a school of the District while placed on unpaid leave, the School District shall reinstate the teacher’s salary and benefits to the level they would have been had the teacher not been placed on unpaid leave. (2014)
evaluations and effectiveness. The school will not be required to involuntarily transfer the last non-probationary employee hired into the building in the program area being reduced who is deemed effective by the existing evaluation system. The principal will not be required to then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below. The school will have the authority to determine which staff are contributed to the district hiring pool.

<table>
<thead>
<tr>
<th>CBA Article/Section</th>
<th>Article 20: Reduction in Force</th>
<th>Area of Impact: Talent Management - Staff Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A reduction in the number of teachers in the District shall be in accordance with Colorado statutes in effect when the reduction notice is mailed. As used in this Article, “teacher” means any person, including a specialist, as defined in Article 1, Section 6 of this Agreement.</td>
<td>Article 20: Reduction in Force</td>
<td>Area of Impact: Talent Management - Staff Transfers</td>
</tr>
<tr>
<td>2. As used in this Article, “qualified” means that the teacher has the appropriate Colorado Department of Education licensure and endorsement or has the proper courses to meet regional or State of Colorado accreditation standards. The teacher’s qualifications under this Article shall be judged on the transcripts, endorsements and certifications in that teacher's file in the Human Resources Office not later than 10 calendar days after the date the reduction notice is mailed to the teacher. Later obtained or noted endorsements and certifications and later additions to that teacher's transcript shall not be considered in connection with the reduction.</td>
<td>Article 20: Reduction in Force</td>
<td>Area of Impact: Talent Management - Staff Transfers</td>
</tr>
<tr>
<td>3. If the Board in its judgment determines that teachers should be reduced (cancellation of employment) by reason of financial necessity, declining enrollment or for other reasons justifying a decrease in the number of teaching positions, the District shall institute the procedures set forth in this Article.</td>
<td>Article 20: Reduction in Force</td>
<td>Area of Impact: Talent Management - Staff Transfers</td>
</tr>
</tbody>
</table>

The procedures in this Article shall apply to any reduction of a non-probationary teacher and to a reduction of a probationary teacher either at the semester or at the end of the school year when the probationary teacher has not been given a timely notice of nonrenewal of the teacher’s contract. The provisions of this Article do not apply to the nonrenewal of the contract of a probationary teacher in accordance with Colorado statutes then in effect, whether or not said nonrenewal is caused by a reduction in the number of available positions. Likewise, the provisions of this Article do not apply to overages of teachers in a building or program area that can be handled under the voluntary or involuntary transfer provisions of this Agreement and that would not result in the teacher in an overage situation being reduced.

5. Before District representatives recommend a reduction in force, subject to this Article, to the Board, the Association shall be notified of the conditions necessitating the reduction and the needs of the District. If possible, said notification shall be given by November 1 prior to an anticipated semester reduction and by April 15 prior to an anticipated end-of-the-year reduction. With such notification, the Superintendent, or the Superintendent’s designee, shall furnish the Association with relevant appropriate data concerning the reduction. Reductions shall only occur at the end of a semester or academic year.

6. The District shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected by taking the following factors into account:

a. Effectiveness, meaning teacher performance as determined by the teacher performance rating over the previous three (3) evaluation cycles as determined by the District’s performance evaluation system. If
the teacher does not have three (3) years of performance ratings from the District, then the Superintendent or Superintendent’s designee shall consider only those available performance ratings. Nothing in this Article requires the consideration of evaluations conducted in other school districts.

b. Length of service in the School District. (2014)

After considering the factors above, the Superintendent or Superintendent’s designee shall also consider the following factors in recommending a teacher for inclusion in the pool for consideration for reduction: (2014)

a. Education, licensing endorsements and other professional qualifications (2014)

b. Probationary and non-probationary status (2014)

### Rationale for Innovation

To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.

### Replacement Policy

[DRAFT] 6. **The school shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected. The school will have the authority to determine which personnel are contributed to the district pool, based on performance evaluations and effectiveness in accordance with the innovation plan. Length of service in the school and school district and education, licensing endorsements, and other professional qualifications will then be considered.**

### CBA Article/Section

<table>
<thead>
<tr>
<th>Article 1: Definitions</th>
<th>Area of Impact: Talent Management – Teacher Hiring and Licensure</th>
</tr>
</thead>
</table>

The terms “teachers” and “teaching staff” shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special assignment. (2014)

### Rationale for Innovation

To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of “teachers” and “teaching staff” in Article 1 to include non-licensed, non-core teachers and staff members.

### Replacement Policy

[DRAFT] The school will employ highly qualified and licensed professional staff for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed employees for supplemental and enrichment instruction consistent with the innovation plan.

### CBA Article/Section

<table>
<thead>
<tr>
<th>Article 11: Compensation</th>
<th>Area of Impact: Talent Management – Compensation</th>
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</thead>
</table>

1. The minimum salary for full-time employees covered by this Agreement shall be as set forth in Appendix A. Employees working less than full time shall receive a prorated salary in the same ratio as their pro rata duty day is to a full-time employee’s duty day. Teachers who are requested to and
voluntarily assume an additional class during the duty day and beyond the established building schedule shall be paid at a rate calculated using a 187 (or 190) day calendar. (2014)

3. The salary schedule in this Agreement is based upon a total of 187 duty days for returning employees and 190 duty days for employees who were not regularly assigned employees in the District during the previous school year. (2014)

4. Duties performed after the normal school hours are considered part of the professional responsibility of the employee, and Appendix A includes compensation for all extra-duty activities except as provided in Sections 6 through 15 of this Article. (2014)

Rationale for Innovation
To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay.

Replacement Policy
[DRAFT] The school will determine annual compensation schedules and compensation for extra-duty activities and core staff responsibilities (see Waiver for Article 13) in accordance with the innovation plan during or before the budgeting process for the following school year. As detailed in the innovation plan, the compensation structure at the school will be differentiated to support strategic recruitment and retention, student achievement growth goals, and personnel career-leadership pathways. Salary levels will meet minimum requirements outlined in Appendix A of Article 11.

CBA Article/Section
|-----------------------------------|----------------------------------------------------------|

A. General Considerations:
1. All teachers will be evaluated annually. (2014)

2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals’ designee as outlined below. (2014)

   a. Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education (CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training. (2014)

B. Observations:

   FORMAL: 1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of two (2) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year. (2014)

   6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January. (2014)

   INFORMAL

   8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of four (4) times per year. (2014)

   9. Within two (2) working days of each informal observation, the teacher will be provided with
documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher’s instructional practice. (2014)

10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)

C. Evaluation Procedures

SELF-EVALUATION AND TEACHER PROFESSIONAL LEARNING PLAN procedures are outlined in Article 36.

MID YEAR REVIEW procedures are outlined in Article 36.

END OF YEAR REVIEW AND FINAL RATING procedures are outlined in Article 36.

D. Ineffective Performance:

1. If the non-probationary teacher’s performance is determined to be ineffective, a remediation plan shall be developed in writing using the final ratings, comments and evidence discussed during the end of year review and will identify areas for improvement and resources to support improvement. The evaluator and teacher will then collaboratively update the teacher professional learning plan to be used for the following school year. (2014)

2. If a probationary teacher is to be recommended for nonrenewal, the District shall provide written notification of the fact of such nonrenewal both to the teacher and to the Association at least four (4) working days prior to final Board action on such nonrenewal and in no event later than June 1. At the time of such notification, the District shall also advise the teacher of the reasons for said nonrenewal; however, the District shall be under no obligation to provide a copy of said reasons in its notification to the Association. In the case of a dismissal of a probationary or non-probationary teacher, regardless of the date, the dismissal shall be conducted in accordance with the procedures set forth in the Colorado Teacher Employment, Compensation, and Dismissal Act of 1990. (2014)

3. Any teacher who believes their ineffective rating was the result of improper application of the evaluation procedures set forth in this Article may file a grievance as outlined in Article 44 Grievance Procedure of this agreement. (2014)

E. Evaluation Appeals

Per State Statute and Colorado Board of Education rules, the process to appeal a rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate. (2015)

J. The superintendent or designee shall be the final decision-making authority in determining a teacher’s final Performance Evaluation Rating and whether a non-probationary teacher shall lose his or her non-probationary status. The superintendent OR DESIGNEE shall provide a written rationale for his or her final determination. (2015)

K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the following school year as a probationary employee. (2015)

L. If the superintendent or designee determines that a rating of ineffective or partially effective was not accurate, but there is not sufficient information to assign a rating of effective, the teacher shall receive a
“no score” and shall not lose his or her non-probationary status. However, if in the following academic school year that Teacher receives a final Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating and the Teacher shall be subject to loss of non-probationary status. This subsequent rating of partially or ineffective may be appealed. (2015)

**Rationale for Innovation**

To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.

**Replacement Policy**

| [DRAFT] |
| A. General Considerations |
| 1. All teachers at the school will be evaluated annually. Staff will have mid-year and end-of-year evaluation rating meetings. |
| 2. a. Evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community, as detailed in the innovation plan. |
| B. Observations |
| FORMAL |
| In accordance with the innovation plan, employees will be at-will employees on annual contracts, and therefore, will not be eligible to probationary/ non-probationary status. There will be no requirement for formal observations. Informal observations will be conducted a minimum of eight times per year (with the option of two of the eight informal observations being conducted by select peers). |
| INFORMAL |
| 8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of eight times per year (with the option of two of the eight informal observations being conducted by select peers). |
| Evaluation timelines and details will be determined by school leadership and shared with staff prior to the start of the following school year. |
| D. Ineffective Performance **IN PROCESS** |
| In accordance with the innovation plan, employees will be at-will employees on annual contracts, and therefore, will not be considered probationary or eligible to earn non-probationary status. |
| When the appointed evaluator determines that an employee is not meeting performance expectations, the appointed evaluator, in consultation with the school principal, may choose to place the employee on an improvement plan. If, at the end of the plan, the appointed evaluator, in consultation with the school principal, deems that the employee has failed to make sufficient improvement, then the employee may be dismissed from employment. An improvement plan is not an entitlement or employment right. As stated in this plan and elsewhere, employees at the school are at-will employees on annual contracts and can be terminated for any lawful reason, with or without an improvement plan. |
| E. Evaluation Appeals **IN PROCESS** |
In accordance with the innovation plan, employees will be at-will employees on annual contracts, and therefore, will not be considered probationary or eligible to earn non-probationary status. Final performance evaluation ratings will not be subject to appeal.

<table>
<thead>
<tr>
<th>CBA Article/Section</th>
<th>Article 13: Teacher Duty Day and Teaching Hours</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
</table>
| **TEACHER DUTY DAY** | 1. The length of the student school day, a matter of Board policy, is based upon judgment as to the value of time spent in school by the student and is not a negotiable subject. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014) 2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30-minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014) 3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The “contact time” may not exceed 30 hours per week including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014) a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014) b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014) **PLAN TIME AND SUPERVISION** 10. Teachers in elementary schools shall have 90 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual elementary schools may choose alternative blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher’s noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014) 11. Teachers in K-8 and P-8 schools shall have 75 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual K-8 and P-8 schools may identify the blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher’s noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014) 12. The hours per duty day during which a teacher is not in contact with the teacher’s students shall be used for teacher determined preparation, planning and consultations. Principals may require attendance
at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher’s noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)

TEACHER WORK DAY
17. Teacher work days are necessary for teachers to complete responsibilities of their position. Therefore, such days will be scheduled both at the beginning of, and during the school year. Schools will schedule at least one (1) full duty day or two (2), one-half days previous to the start of the school year as a non-contact teacher work day. This time will be designated for teachers to get ready for the school year and no meetings or other events will be scheduled during this time. This provision will only apply if there is a 187 day contract for returning teachers with four (4) consecutive non-student days at the beginning of the contract year. If either the contract days are reduced to less than 187 or non-student days are reduced to less than four (4) prior to the beginning of school, this provision will not apply. Any days identified on the calendar as teacher work days shall be teacher directed. No required meetings or other events will be scheduled during this time. (2014)

Rationale for Innovation
To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from Sections of Article 13 to determine its own school year and school day calendar, as well as to dictate teacher duty day, contact time, plan time, and work day.

Replacement Policy
[DR AFT]
TEACHER DUTY DAY IN PROCESS
1. The length of the student school day shall be determined by the school in accordance with the innovation plan, prior to the start of the following school year. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day.
2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30-minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. If a teacher and school mutually consent to a non-continuous assignment, the agreement will be shared with the Association.
3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The school shall determine the teacher duty day and teacher “contact time,” which may exceed 30 hours per week, in accordance with the innovation plan, including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) core content classes per day, averaged over a quarter, unless otherwise agreed by the teacher. However, teachers may be required to teach additional advisory and enrichment courses as detailed in the innovation plan. When block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block.
a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)

PLAN TIME AND SUPERVISION IN PROCESS
12. The hours per duty day during which a teacher is not in contact with the teacher’s students shall be used for teacher determined preparation, planning and consultations, as outlined in the innovation plan. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time. Non-contact time may be established yearly to align with the annually developed
school calendar and master schedule. The school will exceed statutory minimums for calendar and hours of teacher pupil contact and schedule.
For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver.
Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee

Applicants are required to provide:

1. Evidence that the majority of administrators consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from school leader indicating admin support)

2. Evidence that the majority of teachers consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from teachers indicating current teacher support AND the date that the CBA 60% teacher vote will take place).
   - The majority (60%) CBA waiver vote can take place after the state approves innovation status. Please provide the anticipated date the vote will be held if not before submission of the innovation plan.

3. Evidence that the majority of SAC members consent to designation as an innovation school and the waivers sought through this innovation plan (i.e. letter from SAC president indicating committee support)
Appendix B: Evidence of Support from Additional School Community Stakeholders

1. Applicants are required to provide a statement of 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. Note: This does not require majority evidence.

2. Applicants may also include any available evidence of support from students, parents/guardians, community members/groups.

3. Applicants may also include any evidence of support from identified community partners, organizations, agencies, consultants, or other stakeholder groups.
Appendix C: APS Graduation Policies *(High Schools Only)*

*(High Schools Only)* All applicants should include the **APS district graduation policies** regardless of whether or not the school seeks innovations around graduation policies.
Appendix D: Unified Improvement Plan (UIP)

All applicants should attach a copy of their most recent/current Unified Improvement Plan (UIP).