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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 West Collegiate Preparatory Academy
Location (address): 10100 E. 13th Ave., Aurora, CO 80010
Plan Contact (name and position): Brian Duwe
Email: beduwe@aps.k12.co.us
Phone: 303-366-2671

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.? N
➢ If so, when was the request made and what was it for? ______________________________

Has the school been granted status as an Alternate Education Campus (AEC)? N
➢ 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.) N

Is the school in Priority Improvement or Turnaround? N
➢ Is the school a recipient of the federal School Improvement Grant (10039g))? N

Will the school be seeking a waiver for graduation guidelines? Y
➢ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

**PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN**
Letter from the School Design Team

To the Aurora Public Schools and Colorado State Boards of Education,

Upon consideration to join the first Aurora Public School’s (APS’) ACTION Zone, the Aurora West College Preparatory Academy (AWCPA) community assembled a school design team to engage in the process of understanding school needs and identifying comprehensive approaches to address these needs. Educational consulting firm Mass Insight Education facilitated the innovation plan development process. In preparation for plan development, Mass Insight conducted a School Readiness Assessment on November 5-6, 2015 in which they assessed the strengths and challenges of Aurora West College Preparatory Academy (AWCPA). AWCPA’s design team met on November 23 and 30, December 7, 14, and 18, January 6, 13, 20, and 27, and February 3, 10, 17th, and 24th. All meetings were for 1.5 hours except for December 18, a 4-hour session. The development process involved four steps. For the first few meetings, the team concentrated on understanding the state of the school and refining the needs the new design should address. It also studied and discussed characteristics of high-performing, high-poverty schools. Then the team moved on to brainstorming possible solutions to AWCPA’s challenges and choosing the best solutions to develop further. The next step was prototyping; this involved fleshing out selected ideas, receiving feedback from other design team members and outside consultants, and further revising the prototypes. Finally, the design team tested the prototypes and models with community members, experts, and the Zone Advisory Committee (ZAC) and Zone Design Team (ZDT).

The design team represented the school community well because it included four administrators, including all three principals and one dean; teachers from each middle school grade and three from high school; an exploratory/electives teacher; a special education instructor; an AWCPA counselor; a student; and a parent. The teachers on the team specialized in various content areas: literacy, math, history, and social studies. Members included:


AWCPA sought to engage the entire school community in the process. To this end, the school completed multiple engagement and communication efforts.

At the beginning of the process, the school held three meetings to solicit parent input about the process: two parent coffee meetings and a meeting with all 8th grade parents at the school’s high school
freshmen selection process. Parents were given a School Design Desires Survey, available in English, Spanish, Karen, Karenni, Nepali, and Somali. In addition, the AWCPA website invited community members to a Community Conversation regarding the Innovation Zone at Aurora Central (October 27, 2015) and an Action Zone Community Meeting on December 7, 2015. On the AWCPA website, parents and community members were invited to attend all design team meetings. Teachers will share the final draft of the plan with all parents during parent-teacher conferences on February 18, 2016. They will also share and discuss it with parents at a coffee session the morning of February 25. Finally, they will present the plan at a parent meeting on the evening of February 25.

On February 4, 2016, at a staff meeting, principal Brian Duwe presented the innovation prototypes that the design team had developed. He also e-mailed all members of AWCPA’s staff slides documenting the prototypes of the desired changes and asked for their feedback on a form attached to the e-mail. The staff approved the Innovation Plan by majority vote on [insert date], staff members who belong to the Aurora Education Association approved by a 60% vote those waivers that affect the AEA contract. Please see 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 for additional information.
Executive Summary

1. Aurora West College Preparatory Academy (AWCPA) is a highly diverse, high-poverty 6-12 grade school with a student enrollment of more than 1300. Its middle school is a traditional neighborhood school, while the smaller high school component requires an application. Two of AWCPA’s three Priority Performance Challenges on its 2015-2016 Unified Improvement Plan focus on middle school. In Reading, Math, Writing, and Science, the number of Proficient or Advanced students drops significantly during each year of middle school. In all these subjects, Academic Growth Gaps are significantly below the 50th percentile. One Priority Performance Challenge focuses on high school: the ACT mean dropped in the last two years. Root Causes of these Priority Performance Challenges include lack of differentiation; minimal student voice; teacher inconsistency regarding lesson plans, grading practices, progress monitoring, and data cycles; inconsistent support for English language learners; inconsistency in transferring professional development into practice; lack of support for ACT content; and lack of an advisory system regarding academics and post-secondary and workforce options.

AWCPA’s School Readiness Assessment (SRA) listed five areas for improvement. First, the Mass Insight team recommended that the school revise the 6th grade education model through reducing class sizes, enforcing behavioral supports, and improving orientation, emphasizing school expectations and offering academic and socio-emotional supports. Second, the school should revise the English Language Development model, cross curricular supports, and shared expectations for literacy skills development. Third, the school would benefit from establishing protected planning time for teachers and provide differentiated, actionable professional development. Fourth, AWCPA should increase its curriculum’s relevance to real-world applications. Fifth, the school should align the 6-12 program to improve school cohesiveness.

2. The proposed innovations fall under two headings: Educational Model and Human Capital. The proposed Educational Model has three components. The first is Culturally Responsive, Individualized Curriculum and Instruction. In this model, in addition to traditional seat-time, the school will offer three alternative differentiated modes of instruction: self-paced learning, performance-based learning, and experiential learning. Teachers will receive additional collaborative planning time in their schedules as they implement these new instructional modes. This innovation addresses the Root Cause of lack of differentiation as well as the SRA recommendations of protected planning time, increased relevance to real-world applications, and greater 6-12 alignment.

The second Educational Model innovation is an Embedded Language Development Model that values the culture and languages of all students. In this model, student cohorts from different cultures will develop and present professional development for teachers. This innovation will enhance student voice, an AWCPA Root Cause.

The third component of the Educational Model is Student Transitions and Leadership. The Student Transitions Support Model provides new supports for students as they enter AWCPA from elementary school, enter high school, and graduate from high school. The College and Career Readiness Leadership Progression includes leadership, interpersonal, and socio-emotional skills training for students in grades 6-12. These components address the Root Cause of an inadequate advisory system regarding academics and post-graduation options and address three SRA recommendations: improve 6th grade orientation, increase the curriculum’s relevance to real-world applications, and enhance school cohesiveness.
The second set of innovations, Human Capital, has two components: Teacher Support/Development andRetention and Staff Evaluation. In the Teacher Support/Development component, each first, second, and third year AWCPA teacher will be paired with an experienced teacher. First-year teachers and their experienced partner will co-plan and co-teach one section; second year teachers and their partner will co-plan and co-teach one section in alternating quarters; third year teachers will co-plan with their partner. This component addresses the Root Cause of inconsistency of transferring professional development into practice and also the Root Causes relating to teacher inconsistency in lesson plans, grading, progress monitoring, and data cycles. It also addresses the SRA recommendation of differentiated, actionable professional development. The Staff Evaluation component replaces the current evaluation system with one in which teachers demonstrate proficiency on several standards at a time; after demonstrating proficiency, the teacher need not focus on it the following year. By improving teaching, this component may address the Root Causes regarding teacher inconsistency.

3. The expected and desired outcomes for students as a result of the Culturally Responsive and Individualized Instruction model are increased student engagement and ownership of academic learning, higher academic achievement, increased attendance, and a higher graduation rate. This model will also increase teacher effectiveness, retention, and satisfaction. The expected and desired outcome for students as a result of the Embedded Learning model is increased student empowerment and engagement; this model will also increase teacher effectiveness and awareness of diversity. Implementing the Leadership and Transitions model will lead to an improved school culture as a whole, give students greater senses of belonging, safety, and engagement, and develop students’ resiliency, social-emotional strength, and leadership skills. It will also reduce the dropout rate and increase the graduation rate. The Teacher Support/Development and Staff Evaluation models will improve teaching, which in turn will increase student achievement. These improvements will also increase teacher retention and satisfaction.

4. The conditions, flexibilities, and waivers required for overall implementation of the models presented in this plan include:

- Flexibility with district curriculum and planning guides
- Flexibility with state seat-time regulations
- Flexibility within calendar/school day: 1 annual vote for school year calendar
- Changes in course offerings/scheduling
- Waiver to depart from district mandated curriculum and assessment system. School gets authority to determine own textbooks, resources, educational model, and assessments
- Waiver to depart from APS calendar and scheduling. School receives authority to set school year and day.
- Waiver of state policy around student seat time hours. (Credit and advancement based on mastery)
- Waiver from district policy regarding earning of credits. School to determine own student retention, promotion, and acceleration process.
- Waiver to set own graduation credit requirements meeting or exceeding the minimum standards of the district and state.
- Teacher/parent/community sponsors to support the student cohorts
- Teacher time to listen, learn and try on new understandings
- Flexibility to offer late hires (after July 1) 1 year contracts in place of long-term substitute placements
- Flexibility to increase staff in-service days (not to exceed 7 days for new teachers and 6 days for returning teachers) for orientation at start of school year
- Flexibility for school to determine PD calendar for year – e.g. ILT proposes PD calendar annually and take to staff for feedback
- Flexibility from district to conduct our own new teacher induction requirements
- Flexibility for the school to refuse forced placements
- Flexibility for the school to determine own evaluation process
- Flexibility for school to exit staff who are ineffective for 2 years
# School Profile

## Aurora West College Preparatory Academy

**Principal Name and Contact Information:** Brian Duwe  beduwe@aps.k12.co.us

**Leadership Team Members:**
- Principal: Brian Duwe
- Assistant Principals: Jessica Rodriguez and Douglas Tucker

## Enrollment Data:

<table>
<thead>
<tr>
<th>Grades:</th>
<th>6-12</th>
<th>5-Yr Enrollment Trend:</th>
<th>Upward</th>
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</thead>
<tbody>
<tr>
<td>Student Enrollment:</td>
<td>1,326</td>
<td>Mobility Rate:</td>
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</tr>
</tbody>
</table>

## School Day Per Year:

| Total # of Student Days Per Year: | 175 | Instructional Minutes/Day: | 387 |
| Total # of Teacher Days Per Year: | 188 | Extended Day Program? | No |

## Student Demographic Breakdown:

| % Black:   | 8.7 | % Male: | 48.6 |
| % Hispanic: | 72.2 | % Female: | 51.4 |
| % White:   | 5.1 | % ELL: | 82.1 |
| % Other:   | 14 | % Special Education: | 11.2 |
| % F/R Meals: | 74.9 | % Gifted and Talented: | 4.9 |

## Personnel Data:

| # of Administrators: | 3.24 | % of Teachers “Basic”: | 9 |
| # of Teachers:       | 60.81 | % of Teachers “Partially Proficient”: | 25 |
| # of Support Staff:  | 15.63 | % of Teachers “Proficient”: | 45 |
| # of Psychologists:  | 1.4  | % of Teachers “Accomplished/Exemplary”: | 21 |
| # of Social Workers: | 0    | 3-yr Teacher Retention Rate: | 79.55 |

## School Climate Data:

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<thead>
<tr>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
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</tr>
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State Assessment % at or above Proficient:

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<tr>
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<th></th>
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</table>

Historical Context and Background

Until 2008-2009, Aurora West Collegiate Academy (AWCPA) was known as Aurora West Middle School. In 2008-2009, the school was in a position to become a Turnaround school. At this time, the district added a small high school to improve academic performance and redesign programming. The middle school continues to be a traditional middle school, whereas the high school requires an application process. AWCPA is now rated Performance, but this rating is largely due to the high school’s performance. The overall middle school performance and growth would yield a rating of Improvement. AWCPA is now a highly diverse 6th-12th grade school with 90% free and reduced lunch and vulnerable students. In 2015-2016, the school added an additional associate principal, two new deans, and two new Teachers on Special Assignment. Returning staff include the principal, one associate principal, and a dean. The school also has 28 new teachers with a range of experience.

As a school, AWCPA is focusing on three types of student engagement in classrooms: affective, behavioral, and cognitive. Its schoolwide goals are to improve academic achievement in all content areas, improve subgroup achievement by addressing the needs of all students, and create a safe and respectful learning environment. AWCPA’s cognitive goal is: “Collaborative teams of staff and students will intentionally plan and deliver effective, engaging, and rigorous instruction to ensure that every student demonstrates a minimum of one year’s growth every year. The affective goal: “Collaborative teams of staff and students will foster a culturally responsive community in which all members feel safe, respected, and known.” The behavioral goal: “Collaborative teams of staff and students will create, demonstrate, and uphold clear classroom and school expectations and structures.”
# Vision, Mission, and Values

1. **Vision statement.**

High expectations are communicated clearly and consistently throughout our learning organization, and positive relationships are paramount. This existing vision statement will continue to serve as the vision statement supporting innovation.

2. **Mission statement and alignment to innovation.**

The school’s existing purpose statement: Through a respectful and collaborative learning culture, we will establish common goals and high expectations to ensure all students are successful.

Designation as an Innovation School will enhance AWCPA’s ability to achieve this mission by fostering teachers’ and students’ respect for students’ diversity; offering more opportunities for collaborative learning, among both students and staff; and increasing teacher’s abilities to clarify goals and expectations. These improvements will increase students’ academic and post-graduation success.

3. **AWCPA core values.**

Through caring relationships and a supportive environment, our students will develop a passion for learning. The existing values statement will continue to serve as the value statement supporting innovation.
The Need for Innovation

### AWCPA’s need for Innovation.

#### AWCPA’s Unique Needs

**The Challenges**

The table below shows the AWCPA’s 2015-2016 Priority Performance Challenges (PPCs) and the Root Causes associated with these challenges. As these PPCs make clear, many AWCPA students struggle academically. In Reading, Math, Writing, and Science, the percentage of proficient and advanced students drops significantly during each year of middle school. Furthermore, from 2012-2014, proficiency rates declined overall in both Reading and Math. In 2014-2015 nearly 70% of the student body was not proficient in Reading, and nearly 85% of students were not proficient in math. In Reading, Math, Writing, and Science, growth gaps for all subgroups were significantly below the 50th percentile.

Post-secondary and workforce readiness, measured by ACT scores, also presents a Priority Performance Challenge. AWCPA students’ mean ACT scores dropped in the previous two years. AWCPA has identified two Root Causes of these decreased scores: inconsistent systems of support regarding both ACT preparation and post-secondary and workforce readiness.

Another area of concern, though not a Priority Performance Challenge on the most recent UIP, is a high rate of chronic absenteeism, at 33%. This rate shows that currently some students are not engaged at AWCPA; they are at high risk of dropping out or graduating without the skills they need to succeed in the workplace. AWCPA’s graduation rate is about 59%.

**A High Diversity School**

These academic challenges are linked to the demographics of AWCPA’s student body. More than 80% of AWCPA’s students are English language learners, including refugees from Burma and Somalia. Some newly-arrived students have had limited or interrupted school experiences in their former countries. About 95% of AWCPA’s students are non-white. With almost 75% of students receiving free or reduced-priced lunch, AWCPA is a high-poverty school as well as an ethnically and racially diverse one.

Several Root Causes of AWCPA’s declining academic achievement throughout middle school address the school’s diversity. First, AWCPA lacks consistency in supporting differentiating for a variety of student needs. Second, student voices are not heard; currently, there are few opportunities for them to offer feedback about what they think they need to be successful. Third, AWCPA’s language learners do not receive consistent support. AWCPA’s School Readiness Assessment (SRA) conducted by Mass Insight underscores the school’s need for culturally competent instruction because of its diverse population. It also notes that not all teachers attempted to differentiate learning and that students desired more personalized learning.

**Inconsistency in Teaching**

Several more Root Causes of AWCPA’s academic challenges stem from teacher inconsistency. Across all content areas, AWCPA’s teachers are inconsistent in their lesson plans and planning; student progress monitoring and standards-based grading; and use of data cycles. AWCPA’s SRA confirms that some
teachers do not grade or apply standards consistently. Aurora Public Schools’ (APS) Root Causes also point to district-wide inconsistencies in implementing standards-based instruction. APS highlights the district’s needs to align curriculum, standards, and assessments and to provide differentiated professional learning for teachers.

One reason for persistent teaching inconsistencies at AWCPA is lack of time to plan. The SRA notes that staff unanimously expressed a need for more planning time; teachers reported meeting unofficially after school and on weekends to plan their lessons. At present, only 26% of staff believed that common planning time was used effectively. Planning time, the report concludes, is usually not protected space at AWCPA. The school’s SRA specifically recommends that to increase teachers’ ability to align, plan, and deliver rigorous instruction, the school increase planning time and provide additional opportunities for differentiated and actionable professional development.

While all schools need educators who plan, teach, and evaluate students consistently, high-diversity, high-poverty schools such as AWCPA must work especially hard to ensure good teaching. Such schools often employ newer teachers and experience greater staff turnover than schools that are less diverse and serve more affluent students. In 2015-2016, for example, 28 teachers joined the AWCPA staff, which has about 61 teachers. According to AWCPA’s SRA, the school needs relevant, actionable, and differentiated professional development and increased training, coaching and support for these new teachers.

Lack of Support for Students’ Lives After AWCPA
AWCPA’s final two Root Causes on its 2015-2016 UIP concern AWCPA students’ preparation for life after high school. AWCPA lacks a consistent system to help students prepare for the ACT and to explore their post-secondary and workforce options. AWCPA’s SRA, in addition, notes that students and staff articulated a need to make school more relevant to students’ goals and to real-world applications, including personal finance, resume writing, and college and job applications. According to the SRA, “Building a strong culture that is centered on college and career readiness will require expanded efforts in helping students set goals, draw connections between coursework and their goals, and understand the processes involved with reaching their goals.” Aurora Public Schools’ own UIP, as well, attributes the district’s overall high dropout and low graduation rates to the lack of a system that helps all students plan their post-secondary and workforce lives.

Lack of Unity Between Middle and High School
While many APS schools have a high-diversity, high-poverty population and the district as a whole needs to ensure more consistent instruction for students and better systems of support for teachers, AWCPA has a feature that other schools in the proposed Innovation Zone do not: it encompasses both a large, neighborhood middle school and a smaller, application-only high school. Middle school test scores are lower than the high school’s scores. Although AWCPA is currently rated at Performance, its middle school scores taken by themselves would yield a rating of Improvement. West’s SRA notes a lack of unity and a cohesive community culture between the middle school and the high school. It recommends that the school explore ways to align the overall 6-12 program to improve overall school culture and cohesiveness.

The Innovations
**Support for Diversity**
AWCPA’s Root Causes and SRA suggest that the school could benefit from new models of instruction that take into account the school’s high diversity. The educators on AWCPA’s design team, working not only from the UIP’s Root Causes and the SRA report but also from personal experience with AWCPA students, believe that diverse students should be offered diverse and differentiated ways of learning and ways of demonstrating knowledge. Two of their innovations target this issue.

The first innovation involves new methods of instruction. In addition to traditional seat-based learning, students will be offered three different ways to earn credit and demonstrate their knowledge: self-paced learning, performance-based learning, and experiential learning. These innovations will both increase differentiation and enhance participants’ 21st Century skills that are specifically mentioned in Goal 2 of the Aurora 2020 Strategic Plan. Self-paced learning increases students’ Self-Direction and Information Literacy skills. It also allows students to earn digital badges, which Aurora 2020’s Goal 3 lists as a credential that district students should be able to earn. Experiential learning increases student skills in Collaboration and provides possible access to other Goal 3 credentials, industry-based, workforce training, and internship/externship completion certificates. Experiential learning will not only link AWCPA’s curriculum with real-world applications, but will also allow AWCPA to leverage and strengthen community relationships and partnerships, one of the SRA recommendations. Performance-based learning increases students’ skills in Invention. Each new option, moreover, furthers critical thinking skills such as problem solving in ways that may better serve the needs of culturally diverse students than seat-based learning does.

To allow teachers both to collaborate and to work individually to plan and implement this new instructional design, the model provides more flexible planning time than is now available. Daily instructional schedules will now include collaborative planning and data analysis time, individual planning time, and advisory time. This new schedule addresses a major concern in Mass Insight’s SRA: lack of protected planning time. More planning time will not only allow teachers to plan the 4-option instructional model thoughtfully and thoroughly, but also improve the consistency of their teaching in the areas of concern noted in the UIP.

The model also includes language learning experiences that value the culture and learning of all students. Groups of students from different cultures will work together to plan and present professional development for teachers regarding the students’ languages and cultures. This project will enhance students’ pride in their diverse heritages and expand their Collaboration and Invention skills as well as their planning, organization, and presentation abilities. It will also enrich teachers’ respect for their students’ cultures--and for the students themselves.

**Support for Teachers**
In addition to the increased planning time offered by the new instructional model, AWCPA’s Innovation Plan specifically targets teacher development. Under the plan, AWCPA’s first and second year teachers will be paired with an experienced teachers as a “thought partner.” The partners will co-plan and co-teach one section (for first-year teachers) and one section in alternating quarters (second-year teachers). The newer teacher can observe the experienced teacher’s instructional methods and style and receive feedback that he or she can use immediately in the classroom. In addition, the model will
offer daily collaboration time and extended professional development opportunities during the workday.

By offering actionable, job-embedded professional development, this model addresses an AWCPA Root Cause-- inconsistency in transferring professional learning into professional development. It also follows the SRA’s recommendation that AWCPA implement differentiated, actionable professional development. Although the model does not specifically address teachers’ inconsistencies in lesson planning, grading, and student progress monitoring, effective “thought partners” should be able to help developing teachers become more consistent in all of those areas.

The Innovation Plan also provides a new model of staff evaluation that will help teachers better understand how to develop expertise in their field. In this model, teachers who have met proficiency by providing ample evidence towards the standard will not need to demonstrate proficiency in that standard in the next year. This will free teachers being observed to concentrate on those standards that they do need to master instead of trying to address all of the 92 elements now required. Administrators evaluating teachers will be able to offer specific, goal-oriented feedback instead of the scattershot feedback they must now provide. More specific feedback will result in better teaching. Also, teachers will feel more valued for those standards in which they have shown proficiency. The combination of less burdensome preparation for evaluations, tightly targeted feedback, and more acknowledgement of teachers’ strengths will not only improve teacher performance, but also increase teacher retention.

Support for Life After AWCPA
Two specific components of the Innovation Plan will help students prepare for their lives after AWCPA. First, as discussed above, the 4-option plan will increase students’ academic competencies and 21st century skills. Second, the Student Transitions and Leadership component of the model targets this need in detail. This component offers students opportunities to set goals, become leaders, apply their learning in the real world, and explore options and plan for life after AWCPA. The component addresses several SRA recommendations and directly furthers two APS 2020 goals. One goal is that students work each year on a plan for their future that includes goals for achievement, graduation, community service, work experience, and college and/or career; the second is that students develop 21st century skills such as personal and civic responsibility, a work ethic, financial literacy, and interpersonal abilities. The component has two parts: Student Transitions and Student Leadership.

Student Transitions supports AWCPA students as they transition between elementary and middle school, between middle and high school, and between high school and post-secondary life. Support for the elementary/middle transition will give students a sense that they belong at AWCPA--which in turn will foster engagement and retention. This part of the model fulfills the SRA recommendation that the school increase first-year orientation structures to help students understand the school experience and expectations. Support for the middle/high school transition allows students to deepen their connection to AWCPA by doing a final project that contributes to the school; apply to high school at AWCPA if they wish; and begin thinking about postsecondary options. Support for the transition between high school and students’ post-secondary lives will include specific components that the SRA recommended, such as help with college applications, resumes and job applications.
The Student Leadership portion teaches and hones skills needed for success in school, in careers, and in life. Sixth graders, for example, will work on organization, timeliness, and advocating for themselves. They will begin to work on interpersonal skills such as conflict resolution and begin connecting their school experiences to the world outside school walls by performing five hours of community service. If an AWCPA student attends high school at Aurora Central or another school, he or she will enter 9th grade having studied conflict resolution, led a middle school peer-normative activity, and performed 30 hours of community service. Students who remain at AWCPA for high school will graduate with personal finance skills (another SRA recommendation as well as a listed skill in APS 2020) and have visited post-secondary education institutions, applied to college and for financial aid if desired, explored their career aptitudes, and performed another 60 hours of community service.

**Increased School Unity**

Finally, several aspects of AWCPA’s Innovation Plan will increase unity within the school and cohesion between the school’s middle and high school components. The 4-option component of the Instructional Model will allow students to explore each option during each year so that students can wisely choose which options to pursue in high school. The language learning model will take place in each grade. Flexible scheduling will allow teachers will work together to align curriculum across grades 6-12. One of the goals of the Student Pathways and Transitions model is to foster school pride. Activities such as completing a service project for the school and participating in peer court or student government will increase students’ connection with and pride in their school. The Leadership progression expands on the term “leader” as the student moves through middle and high school. Students start in 6th grade by becoming a “Leader In Me,” then become “Leaders” in their grade, school, city, state, and finally internationally by 11th grade.

Taken as a whole, the Innovation Plan will improve AWCPA in several ways that are measurable. It will increase academic achievement and decrease growth gaps between non-white and white students, low-income and higher-income students, and English language learners and native speakers. It will boost student engagement, reduce the dropout rate, and expand the graduation rate. Teachers will be more engaged and remain at AWCPA for longer. The plan, though, will also affect the school in ways that can’t be easily documented. It’s hard to quantify an increased sense among students that the school values the culture and traditions of the country where they were born, or that they can make a positive difference in their communities, or that they have the interpersonal and socio-emotional skills to thrive after they leave AWCPA. By fostering a combination of measurable improvements and intangible benefits, the Innovation Plan will further AWCPA’s mission of ensuring that all students are successful.
and standards based grading. Grades do not always match student ability. Progress monitoring does not always provide students with appropriate next steps. Differentiation: AWCPA is lacking consistency in supporting differentiating for a variety of student needs.

<table>
<thead>
<tr>
<th>Academic Growth Gaps</th>
<th>Academic Growth Gaps: In Reading, Writing, Math, and Science All subcategories in middle school are significantly below 50th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grading &amp; Data Cycles: Inconsistency in standards based grading and in fidelity to data cycles and monitoring of student progress. Student Voice: There is minimal feedback and student voice from students around what they need to be successful. Language Supports: There is inconsistency in supports used for all levels of language learners across all content areas. Professional Development: Inconsistency in transferring professional learning into instructional practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postsecondary &amp; Workforce Readiness</th>
<th>Postsecondary &amp; Workforce Readiness: ACT mean dropped in the last two years.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACT Prep: No consistent system in place to support students with ACT related content. Advisory: Lack of consistent system in place to check in with students on academics and Postsecondary and workforce readiness options.</td>
</tr>
</tbody>
</table>
Proposed Innovation Model

SECTION I: EDUCATIONAL MODEL

Model Summary Statement:

At AWCPA, students will be engaged in a comprehensive educational experience that prepares them for academic, interpersonal, and individual success in the 21st century through an educational model that:

- Provides culturally responsive instruction and curriculum aligned to identified student interests, strengths, and needs
- Prioritizes clearly identified learning targets and embedded individualized supports.
- Is supported by flexible schedules and innovative structures within the school day and calendar year that increase time for collaborative planning
- Values the cultures and languages of our language learners through authentic language learning experiences.
- Develops student leadership and self-advocacy through student involvement in school, community, and teaching and learning decisions.

Culturally responsive and individualized curriculum and instruction

Our school will implement culturally responsive and individualized curriculum and instruction that aligns to identified student interests, strengths, and needs. Specifically, we will implement a school-wide curricular design that identifies and works towards student short and long-term goals through creating flexibility regarding when and how students demonstrate proficiency and earn credits. Middle school students will explore a variety of options for demonstrating academic proficiency. This exploration will enable them to make informed choices in high school for earning credit hours. In high school, students will choose between different options for earning credit hours.

This instruction will provide students with:

- Flexibility within opportunities to demonstrate proficiency and earn credits
- Time to identify and develop strengths, needs, next steps, and goals accurately—responding to their own particular academic, social/emotional, and cultural situations
- Instruction through flexible curricula based on the students in front of teachers each year

Why This Change Is Needed

Culturally responsive and individualized curriculum and instruction addresses Root Cause 3 in AWCPA Unified Improvement Plan. AWCPA is socioeconomically, ethnically, and racially varied, with a wide range of student needs. The school lacks consistency in supporting differentiation for this variety of needs. This lack of support for differentiation contributes to a Priority Performance Challenge: AWCPA students’ decreasing academic achievement for each grade within middle school. The proposed model
addresses this root cause by better differentiating both ways of learning and ways to demonstrate learning.

Individualized curriculum and instruction is needed because research shows that when given choice, students’ overall performance increases, as does their willingness to accept challenging tasks. In addition, schools have been successful with performance-based learning and self-directed-and-paced learning.

How This Model Benefits Students and Teachers

These new options for culturally responsive and individualized curriculum and instruction will increase both student engagement and their ownership of academic learning. The curriculum will also provide a variety of opportunities, built on students’ strengths and interests, to demonstrate academic proficiency and standards mastery. Students will work with teachers to identify and create their own goals. This new curricular model offers students a chance to articulate for themselves what they need to be successful, and to act on their own identified goals. Attendance will increase because students can choose which courses they take and the ways in which they earn credit. Discipline rates will decrease. Because students will be more engaged, they will earn more credit hours and be more likely to graduate from high school.

Teachers will benefit from the new format as well. It will allow them to have a flexible curriculum based on the students in front of them each year. Offering culturally responsive and individualized curriculum and instruction will encourage adults to get to know their students’ interests, strengths and culture beyond the typical classroom environment. Offering courses that are driven by students’ interests, additionally, will allow teachers to explore and utilize their own talents and interests. During the first year of the innovation model, training and support will enable them to become comfortable with the model and adept at tailoring it to their individual students. Our teachers will broaden their understandings of the scope and sequence of each standard as they explore all possible avenues for demonstrating proficiency. This flexibility in curriculum and instruction will also increase the retention of quality teachers.

Sample Yearly Course Schedule: Middle School

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English 6, 7, 8</td>
<td>Online course (google classroom, schoology, moodle, etc) Digital Badges</td>
<td>Self publish a book Design presentation Student Council Implement Community Garden</td>
<td>Internships Work Study Community Work/Partnership</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Language Arts</td>
<td>English 9</td>
<td>Online course</td>
<td>Self publish a book</td>
</tr>
<tr>
<td>Math</td>
<td>Math year 1</td>
<td>online course</td>
<td>Year-long research, presentation designing a theme park with roller coasters and business model.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography</td>
<td>Digital Badges</td>
<td>Student Council Plan and implement social change movement</td>
</tr>
<tr>
<td>Science</td>
<td>Online course, demonstrate proficiency at own pace</td>
<td>Design and implement a community garden</td>
<td>Science done through internships/jobs in medical, engineering, automotive, science, math fields</td>
</tr>
<tr>
<td>Arts (visual, photography)</td>
<td>Digital Badges, portfolio, musical</td>
<td>apprenticeship</td>
<td></td>
</tr>
</tbody>
</table>
The three-year phased-in implementation schedule is as follows:

- **Year 1:** Teachers in each grade-level content area will plan, explore, and receive support and training regarding alternative ways for students to learn, earn credit, and demonstrate their knowledge.

- **Year 2:** Each content area will offer two options for learning, course credit, and demonstrating academic proficiency. Teachers will fully plan for instruction in this model.

- **Year 3:** Each content area will offer three or four options for learning, course credit, and demonstrating academic proficiency. Teachers will fully plan for instruction in this model and continually revising and improving.

**Flexible Schedules and Structures to Enhance Staff Collaboration**

Our school will utilize teacher time to develop and implement the school-wide curricular design outlined above. We will do this by engaging in ongoing collaborative communities in which we analyze student data to inform our instructional practice. Our teachers will engage in common planning in order to align curriculum and instruction across grade levels 6-12. They will participate in ongoing professional learning and instructional coaching to effectively implement the school’s’ new curricular design. Our teachers will also engage in collaborative teaching and learning opportunities to shape and refine best practices.

This model will provide:

- An opportunity for staff to create personalized pathways for students to demonstrate learning and mastery, in alignment with APS 2020
- Time for teachers and students to identify and develop strengths, needs, next steps, and goals accurately (academically, social/emotionally, culturally, etc.)
- A flexible calendar and schedule that allows for many different collaborative teaching & learning opportunities
PLC Data Cycle

Sample Staff Schedules:

<table>
<thead>
<tr>
<th>Teacher A (Middle School)</th>
<th>Teacher B (High School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Planning</td>
<td>Collaborative Planning</td>
</tr>
<tr>
<td>Period 1</td>
<td>Block 1: Field Experience Supervisor</td>
</tr>
<tr>
<td>Period 2</td>
<td>Individual Planning</td>
</tr>
<tr>
<td>Individual Planning</td>
<td>Period 4: English 9</td>
</tr>
<tr>
<td>Period 3</td>
<td>Block 3: Performance-based Facilitator</td>
</tr>
<tr>
<td>Period 4</td>
<td>Advisory/Student Leadership</td>
</tr>
<tr>
<td>Period 5</td>
<td></td>
</tr>
<tr>
<td>Advisory/Student Leadership</td>
<td></td>
</tr>
</tbody>
</table>

All schedules include Collaborative Planning and Data Analysis Time, Individual Planning Time, and Advisory Time.

The schedule will also include:
- Additional days at the beginning of the school year and multiple days throughout the year for professional learning and capacity building to effectively implement the school’s new curricular design.
- Short-term professional learning “brush-up” hours to embed professional learning from the capacity building days.
- Time for end of term/year student and teacher demonstration of learning

The three-year implementation schedule for the Culturally Responsive and Flexible Scheduling models is as follows:

**Year 1:** Grade-level staff will plan, explore, and be provided support/training around various opportunities for alternative ways for students to earn credit and show what they know.

**Year 2:** Each content area will offer two options for course credit to demonstrate academic proficiency. Teachers are fully planning for instruction in this model.

**Year 3:** Each content area will offer three or four options for course credit to demonstrate academic proficiency. Teachers are fully planning for instruction in this model and continually refining and improving.

For this model to succeed, AWCPA needs:

- Flexibility with district curriculum and planning guides
- Flexibility with seat-time regulations
- Flexibility within calendar/school day; 1 annual vote for school year calendar
- Changes in course offerings/scheduling
- Flexibility with graduation requirements

**Authentic Language Learning Experiences**

Our school will value the culture and languages of our language learners by creating authentic language learning experiences. All teachers will intentionally plan for and create an environment where all students feel that their language and culture is a positive asset.

This educational model will:

- Leverage student language and cultural strengths to build staff capacity
- Provide students with 360 embedded support for language and cultural development
- Build teachers’ capacity to learn about, understand and value the language and culture of all learners
- Allow teachers, students, parents, and community partners to collaboratively create a curriculum that values students’ language and culture
● Ensure that teachers receive support and training around making content comprehensible for all language levels in their classrooms

Why This Change Is Needed

This change is necessary because AWCPA’s population of very diverse learners often feel disengaged and marginalized in the school environment. AWCPA’s teachers want very much to support all our students and create environments where students feel valued and valuable. However, the time, opportunity and available resources are not always available at present. This model addresses two AWCPA Root Causes: Student Voice (minimal feedback and student voice from students around what they need to be successful) and Language Supports (inconsistency in supporting all levels of language learners across all areas).

How This Model Benefits Students and Teachers

This model will benefit students because they will feel empowered and valued because of their participation in the cohorts and as well as feeling valued and valuable in their classroom environments. Teachers will benefit because they will be provided with immediate knowledge and strategies they can use to refine current practices. They will feel more comfortable and capable in their abilities to support all students.

The three-year implementation schedule is as follows:

Year 1: 3-4 represented cultural groups will identify, research, problem-solve and present professional development for all teachers.
**Year 2:** Continue with cultural group sessions. In addition, teachers will continue to refine and make commitments around past learning.

**Year 3:** Identify experienced teachers as leaders in this work, as well as create identifying new student leaders and groups to continue the process.

For this model to succeed, AWCPA needs:

- Time and opportunity for student cohorts to meet and complete the professional development plan
- Teacher/parent/community sponsors to support the student cohorts
- Teacher time to listen, learn and try on new understandings
- Finding current models/mentors we could learn from

**D. Student Advancement, Pathways, and Transitions**

*If applicable:* Describe any changes in policies, procedures, or standards related to student progression from one grade level to the next and/or to student exit requirements.

**Student Transitions and Leadership**

At AWCPA, to support student growth, emphasis will be placed on creating pathways, with measurable milestones, that support a peer-normed culture, build social/emotional competencies, and equip students with long-term and short-term decision making skills. This model will:

- Offer students real world applications of learning that prepare them for college and career through experiential learning opportunities in partnership with community agencies.
- Establish school structures that support and facilitate student leadership.
- Create a school environment that instills school pride as well as individual and cultural pride.

**Why This Change Is Needed**

AWCPA has a diverse student population with a variety of interests, talents, skills, and goals. To best serve our students, we need to provide them with an intentionally aligned skill curriculum that allows for post-secondary career and college readiness skill competencies.

Since AWCP students have different backgrounds and assets, systematic, intentional set of structures is need to exploit and further the natural abilities of these students. Research shows that students who develop leadership skills and hold leadership positions not only have greater success in secondary education, but also in their careers. The work on transitions and student leadership is also based on the anti-deficit framework, which has shown to be successful across several contexts.
Additionally, research at the postsecondary level has shown that a sense of belonging has as positive correlation with persistence, especially in cases where interventions are put in place to further that sense of belonging.

**How This Model Will Benefit Students and Teachers**

Offering opportunities for students to develop leadership skills will improve the culture of the school and increase the sense of belonging and safety felt by students. Given the differing backgrounds and assets of our students, a student culture that is supportive to all students, is peer normative, and builds on the assets of students will allow for students to build resiliency, social/emotional strength, and leadership skills. Additionally, supporting students through crucial transition periods in their educational careers will help reduce the number of dropouts in the upper years of transition and help students transition from smaller elementary settings to larger secondary settings. This will help create a continuum of academic and behavioral success for students.

Systems and structures that build the leadership capacity among students will support the varied instructional models and help create a sense of shared ownership in the building between adults and students. In turn, this would allow for greater flexibility for teachers to pursue various academic activities with the understanding that students have skills to be self-reliant and lead each other.

Students should have support with real-world skills built in to their schedule, including support from staff and community partners. Our educational design supports transition periods from 5th to 6th grade, 8th to 9th grade, and 12th grade to college or careers. It will include weekly advisory time built into the schedule, a progression of skills, and a skill tracking system such as Colorado’s Individual Career and Academic Plans (ICAP).

<table>
<thead>
<tr>
<th>Student Transitions Support Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 -&gt; 6</strong></td>
</tr>
<tr>
<td>- introduction to West - 5th grade school visits (feeder elementaries)</td>
</tr>
<tr>
<td>- Shadow Days - 5th grade leaders to shadow 6th grade leaders</td>
</tr>
<tr>
<td>- Transition committee (5th/6th grade teachers, counselor, 5th/6th grade students, parents)</td>
</tr>
<tr>
<td>- 6th Grade Ambassador - mentor incoming 6th graders</td>
</tr>
<tr>
<td>- Early Start - 6th graders start before other grades in August (7th/8th grade teachers support)</td>
</tr>
<tr>
<td>- Parent Meeting - communicate support for 6th grade students (school supplies) (May - at elementary - orientation/registration)</td>
</tr>
<tr>
<td><strong>8 -&gt; 9</strong></td>
</tr>
<tr>
<td>- Introduction to HS at West - Credits, Career Pathways (Counselor)</td>
</tr>
<tr>
<td>- Shadow Days - 8th grade leaders to shadow 9th grade leaders</td>
</tr>
<tr>
<td>- Transition committee (8th/9th grade teachers, counselor, 8th/9th grade students, parents)</td>
</tr>
</tbody>
</table>
- 9th Grade Ambassador - mentor incoming 8th graders
- Parent Meeting - communicate support 9th grade students (May, July - orientation/registration
- Changing of Guards Tradition - welcoming 9th grade students

11/12 -> Post Secondary
- Application Day - teachers support students in filling out college application
- Shadow Days - 11th/12th graders shadow college students
- College Ambassadors - college students/career leaders (adults) mentor 11th/12th graders
- College Fair - 6-12 opportunity to speak with admissions counselors
- College Conference - HS Students engage in college readiness activities (resume, essay, financial aid, scholarships)
- Transition Committee (11th/12th grade teachers, counselor, 11th/12th grade students, parents, college students)
- Parent Meeting - July (orientation/registration), December, April

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<table>
<thead>
<tr>
<th>College &amp; Career Readiness Leadership Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Leader in Me</strong></td>
</tr>
<tr>
<td>- organization</td>
</tr>
<tr>
<td>- timeliness</td>
</tr>
<tr>
<td>- self-advocate</td>
</tr>
<tr>
<td>- basic conflict resolution</td>
</tr>
<tr>
<td>- start exploring service learning topic</td>
</tr>
<tr>
<td>- 5 community service hours</td>
</tr>
<tr>
<td>- introduction to peer normative model</td>
</tr>
</tbody>
</table>

| **7 Leader in My Grade**                           |
| - goal setting                                     |
| - start to explore post secondary                  |
| - explore high school options                      |
| - advocate for others                              |
| - moderate conflict resolution                     |
| - participation in peer normative model - peer court, problem solving circle, peer government, student ambassadors |
| - 10 community service hours                       |

| **8 Leader in My School**                          |

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Aurora Public Schools Innovation Application Template
- postsecondary experiences
- at least 1 college visit
- college fair visit
- final project - contribution to West
- application for HS
- leadership of middle school peer normative model - peer court, problem solving circle (conflict resolution circle), peer government
- 15 community service hours

9 - Leader in My City
- at least 2 college visits - one traditional & one non-traditional
- start college application/explore requirements & financial aid
- understanding of credits for graduation
- 15 hours of community service

10 - Leader in My State
- build budget (consumer economics)
- require extracurriculars
- career planning experiences (aptitude)
- 15 hours of community service

11 - International Leader
- 15 hours of community service

12 - International Leader
- 15 hours of community service

The three-year implementation schedule is as follows:

**Year 1:** Grade level staff will plan, explore, and be provided support/training around various opportunities for building leadership capacity in students and structures that would allow for those opportunities. Grade level staff will also explore how to best support students in crucial transition years.

**Year 2:** Each grade level will create a pilot cohort to implement leadership skills for students and transition supports.

**Year 3:** Each grade level will provide opportunities for students to develop leadership by incorporating structures into their daily schedule and provide transition supports for crucial years.

For this model to be implemented, AWCPA needs:
- Flexibility with district curriculum and planning guides
● Flexibility with state seat-time regulations
● Flexibility within calendar/school day: 1 annual vote for school year calendar
● Changes in course offerings/scheduling
● Flexibility with graduation requirements (increase elective credits to include leadership course)
SECTION II: HUMAN CAPITAL

Human Capital Strategy Summary

At AWCPA, to enhance human capital and prioritize staff needs, we will implement a strong, culturally responsive teacher support/development and retention model as well as a differentiated staff evaluation system.

This model has two components:

**Teacher Support/Development and Retention**

Differentiated, actionable, and job-embedded professional development to create a system of support and connection to the community that results in growth, confidence, self-advocacy, and improved practice.

**Staff Evaluation**

Continuous tiered evaluation system based on position and experience to provide meaningful and timely feedback to efficiently and effectively provide opportunities for reflection and growth.

**Teacher Support/Development and Retention**

At AWCPA, in order to enhance human capital in our school and address pressing needs, we will implement a strong, culturally responsive teacher development and retention model. This will encompass differentiated, actionable, and job-embedded professional development to create a system of support and connection to the community that results in growth, confidence, self-advocacy, and improved practice. This model will:

- Pair first-and-second-year AWCPA teachers will a “thought partner” who acts as a resource in the classroom and outside in order to retain all teachers
- Replace the current “New Teacher Induction” program to better address the needs of AWCPA’s teachers and students
- Provide tiered coaching to develop the new “thought partner” in content and grade-level teams
- Provide structured time for job-embedded cooperation within content level and grade level

**Why This Innovation Is Needed**

Research shows that well-conducted job embedded professional development is more effective than traditional professional development. Such professional development should include a learn-try-evaluate cycle that repeats over time, active teacher involvement, and immediate implementation. In this model, educators work on concepts or initiatives more than once; they can learn a new method, try it in their own classrooms, and then evaluate their performance. Job-embedded professional
development allows teachers and leaders to feel supported as they change their practices to improve student outcomes. In the past few years, AWCPA has had an average of 25 new staff members per year. The new model will increase retention of developing teachers and offer opportunities for veteran teachers to continue to develop their skills.

How This Innovation Benefits Students and Teachers

Students will benefit because having two teachers in a room allows the teachers to collaboratively monitor for behavioral, affective, and cognitive engagement and to address student needs in the moment. Students will also benefit from working with a pair of teachers who are constantly refining and developing their skills. This model will also foster consistent expectations throughout classrooms in the building.

The model will give new teachers access to content, pedagogy, and management resources as well as technical and collaborative support. Meanwhile, the experienced teachers serving as “thought partners,” will develop their mentoring and leadership skills and have the opportunity to reflect on and refine their own teaching practices.

EXAMPLE

<table>
<thead>
<tr>
<th>Experience</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary 1 (1st Year Teacher)</td>
<td>Common grade-level or content “Thought Partner” is assigned to co-plan and co-teach one section</td>
</tr>
<tr>
<td>Probationary 2 (2nd Year Teacher) or Teachers Requesting Support</td>
<td>Common grade-level or content “Thought Partners” is assigned to co-plan and co-teach one section in alternating quarters</td>
</tr>
<tr>
<td>Probationary 3 (3rd Year teacher)</td>
<td>Common grade-level or content “Thought Partner” is assigned to co-plan</td>
</tr>
<tr>
<td>Non-Probationary</td>
<td>Job-embedded professional development to support the teacher in becoming a “Thought Partner.”</td>
</tr>
</tbody>
</table>

The three-year implementation schedule is as follows:

**Year 1:** Training will be provided for “thought partner” to develop their mentoring skills. 1st year teachers will be paired with a “thought partner” to learn together.

**Year 2:** Training will be provided for “thought partner” to develop their mentoring skills. 1st and 2nd year teachers will be paired with a “thought partner” to learn together.

**Year 3:** Training will be provided for “thought partner” to develop their mentoring skills. All teachers will have the opportunity to participate in this collaborative experience to learn together.

For this innovation to be successful, AWCPA needs:
- Flexibility for the school to refuse forced placements
- Flexibility to offer late hires (after July 1) 1 year contracts in place of long-term substitute placements
- Flexibility to increase staff in-service days (not to exceed 7 days for new teachers and 6 days for returning teachers) for orientation at start of school year
- Flexibility for school to determine PD calendar for year – e.g. ILT proposes PD calendar annually and take to staff for feedback
- Flexibility from district to conduct our own new teacher induction requirements

**Differentiated, Tiered Staff Evaluation**

At AWCPA, in order to enhance human capital in our school and address pressing needs, we will implement a differentiated staff evaluation system. This will be a continuous tiered evaluation system based on position and experience that provides meaningful and timely feedback to teachers. The new system will efficiently and effectively provide opportunities for reflection and growth.

**Why This Change Is Needed**

Under the current system, an administrator takes approximately 10-12 hours per probationary teacher and 7-9 hours per non-probationary teacher per year. Each evaluator has 17 - 18 teachers to evaluate per year. At the same time, teachers being evaluated must attempt to address a checklist of 92 elements in preparation for each observation. This system results in frustration for both administrators and teachers. Administrators provide surface-level feedback to address these numerous multiple elements instead of specific goal-oriented feedback that is in the teachers’ zones of proximal development. Teachers burn out and feel inadequate because they are trying to address elements that are not in their current zone of proximal development.

**How This Plan Benefits Students and Teachers**

Students will benefit from this plan because an improved evaluation system will lead to increased staff effectiveness as a result of more strategic feedback. In addition, higher teacher retention will lead to more consistent instruction and student-teacher relationships.

The new evaluation system will benefit students by leading to higher teacher retention, which in turn will lead to consistent instruction and student-teacher relationships. In addition, the improved evaluation system and targeted feedback will result in better teaching. It will benefit teachers by offering them the ability to dig deeper into standards they are assessed on by narrowing their focus and
improving their practice. They will also appreciate being valued for the standards in which they have shown consistent proficiency.

This system will be manageable for teachers and connected to their needs and to their experience level at AWCPA. It will enable teachers to see a clear pathway towards expertise in their field and understand the next steps they need to achieve that expertise. In addition, the model’s narrow focus on specific standards will allow teachers increased ability to develop proficiencies. The model will result in a higher quality observation and feedback process because it will increase the efficiency and effectiveness of both evaluators and teachers. According to research, allowing schools to have the opportunity to create their own evaluation system that is custom-made and tailored to support their current staff creates a culture of performance.

Possible Plan Example

<table>
<thead>
<tr>
<th>Example</th>
<th>Experience</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary 1 (1st Year Teacher)</td>
<td>Standards 1 &amp; 2 Partially Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Probationary 2 (2nd Year Teacher)</td>
<td>Standard 1 &amp; 2 Proficient, Standard 3 Partial Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Probationary 3 (3rd Year Teacher)</td>
<td>Standard 1, 2, &amp; 3 Proficient or Above</td>
<td></td>
</tr>
<tr>
<td>Non-Probationary</td>
<td>Continue to Develop Standards 1 - 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start developing standards 4 - 5</td>
<td></td>
</tr>
</tbody>
</table>

Teachers who have met proficiency by providing multiple pieces of evidence towards the standard will not need to focus on that standard the next year.

For this innovation to be implemented, AWCPA needs:

- Flexibility for the school to refuse forced placements
● Flexibility for the school to determine its own evaluation process
● Flexibility for school to exit staff who are ineffective for 2 years
● Flexibility to offer late hires (after July 1) 1 year contracts in place of long-term substitute placement
SECTION IV: BUDGET AND OPERATIONS - IN PROCESS.

A. Budget and Policy

1. Budget and Funding Streams
   ● IN PROCESS.

Summary Budget: IN PROCESS.

<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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Pupil Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State &amp; Federal Grant Funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sources (i.e. savings from actuals v. averages)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Salaries &amp; Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Services / Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Instructional Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Instructional Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Services Salaries &amp; Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Supporting Services Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Supporting Services Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Expected Outcomes: Improvement in Academic Achievement

1. Describe your school’s **performance goals and expected outcomes for improvement in academic achievement.**

   In process- to be updated once draft targets below are finalized.

#### Academic Achievement

<table>
<thead>
<tr>
<th>Measures / Metrics:</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority Performance Challenge:</strong></td>
<td>Academic Achievement</td>
</tr>
<tr>
<td>In Reading, Math, Writing, and Science Proficient and Advanced students drop significantly each year throughout middle school.</td>
<td></td>
</tr>
<tr>
<td><strong>Annual Performance Targets:</strong></td>
<td>Reading: 6th: 41%, 7th: 30%, 8th: 38%, 9th: 53%, 10th: 79% Proficient or Advanced</td>
</tr>
<tr>
<td><strong>2015-2016:</strong></td>
<td>ELA (English Language Arts): 6th, 7th and 8th grade- 20% Met or exceeded</td>
</tr>
<tr>
<td><strong>2016-2017:</strong></td>
<td>ACUITY PLC Data Cycles</td>
</tr>
<tr>
<td><strong>Interim Measures for 2016-2017:</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Academic Growth Gaps

**Challenge:**
In Reading, Writing, Math, and Science All subcategories in middle school are significantly below 50th percentile.

**2015-2016:**
70% in all grades, all subjects

**2016-2017:**
70% growth in all grades, all subjects.

**Interim Measures for 2016-2017:**
ACUITY PLC Data Cycles

### Postsecondary & Workforce Readiness

**Challenge:**
ACT mean dropped in the last two years.

**Annual Performance Targets**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dropout</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>0.2%</td>
<td>19</td>
</tr>
</tbody>
</table>

**Interim Measures for 2016-2017:**
Practice ACT with Princeton Review Grades
Tracking students off-track for graduation
(Progress Reports from Ed2020)
Conditions Necessary for Innovation: Waivers - IN PROCESS.

SUMMARY OF REQUIRED CHANGES

1. Provide a summary of the conditions needed to support and implement the innovation plan. IN PROCESS.

2. Describe the school’s manner of compliance and accountability with the waived statutes and rules. IN PROCESS.

A. DISTRICT POLICY WAIVERS

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

1. What district policies need to change to effectively support and implement the innovation plan?

Innovation schools may request waivers from district policies. If you are seeking these waivers, provide a summary of the existing policy as well as replacement language for each of the policies you plan to waive out of. A sample table is provided below. For each district policy that you would like to request a waiver from, please copy and paste the table (below).

IN PROCESS.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>GCE/GCF: Professional Staff Recruiting/ Hiring (GCE/GCF)</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</td>
<td></td>
</tr>
</tbody>
</table>

IN PROCESS.
for which s/he is licensed and meets other stated requirements.

**Background Checks**

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.

**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 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.

**Appointment of Candidates**

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 shall submit a new recommendation to the Board for approval.

**GCE-GCF-R:**

To maintain control and continuity in the hiring and transferring of teachers, no one other than the Division of Human Resources is to make a commitment for employment or assignment. All scheduling of interviews and decisions on employment status are communicated to applicants through the Division of Human Resources. The procedures followed in the hiring process are described in the policy GCE-GCF-R.

<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**

**[SAMPLE] 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 will not be included in computing the probationary period.</td>
<td></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 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.</td>
<td></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>[SAMPLE] 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.</td>
<td></td>
</tr>
<tr>
<td>District Policy</td>
<td>GDJ: Classified Staff Assignments and Transfers (GDJ)</td>
<td>Area of Impact: Talent Management – Staff Transfers</td>
</tr>
<tr>
<td>Policy Language/Summary</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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
**[SAMPLE]** 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.

<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 and non-licensed administrators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Policy</td>
<td><strong>[SAMPLE]</strong> 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 and non-licensed administrators as necessary to implement the innovation plan.</td>
</tr>
<tr>
<td>District Policy</td>
<td><strong>GCQF: Discipline, Suspension and Dismissal of Administrators and Professional/Technical Employees</strong>&lt;br&gt;(GCQF)</td>
</tr>
</tbody>
</table>
| Policy Language/Summary | 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 establish its own termination and dismissal policies and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Policy</td>
<td><strong>[SAMPLE]</strong> 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. Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook.</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.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td><strong>[SAMPLE]</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 through the innovation plan. The compensation structure at the school may be differentiated based on annual budget allocation and school needs.</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Policy Language/Summary</strong></td>
<td>The Superintendent of Schools shall establish regulations for final salary computation for employees whose employment with the District ends because of resignation, retirement, early retirement, nonrenewal or involuntary dismissal.</td>
</tr>
<tr>
<td><strong>Rationale for Innovation</strong></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. To protect the implementation of the innovation plan, the school requires the authority to determine a fair policy for compensation of staff upon dismissal.</td>
</tr>
<tr>
<td><strong>Replacement Policy</strong></td>
<td>[SAMPLE] In accordance with the innovation plan, the school has the authority to determine a fair policy for compensation of staff upon dismissal. Teachers are required to give a minimum of 30 days notice before resigning in order to be eligible to receive a pro rata share of salary. Less than 30 days notice of resignation may result in the forfeit of pay.</td>
</tr>
</tbody>
</table>

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|----------------|--------------------------------------------------------------------------------|--------------------------------------------------|
| **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** | [SAMPLE] 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 |  |

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Aurora Public Schools Innovation Application Template
### District Policy

**IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR (IC/ICA)**  
**Area of Impact:** Calendar and Schedule

<table>
<thead>
<tr>
<th>Policy Language/Summary</th>
<th>Rationale for Innovation</th>
<th>Replacement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.</td>
<td><strong>[SAMPLE]</strong> In accordance with the innovation plan, the school shall determine, prior to 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Policy</th>
<th><strong>ID: SCHOOL DAY (ID)</strong></th>
<th><strong>Area of Impact:</strong> 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)(I), 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].</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades six through twelve: 1080 hours per school year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.R.S. 22-32-109(n)(II)(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].</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades six through twelve: 1056 hours per school year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ID indicates the district’s minimum school day length requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle school (grades 6 through 8) shall be no less than six and one-half hours long, exclusive of lunch.</td>
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<td></td>
<td>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>
<td></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 student learning time and teacher planning time. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.</td>
<td></td>
</tr>
<tr>
<td><strong>Replacement Policy</strong></td>
<td><strong>[SAMPLE]</strong> 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 day adopted by the school will meet or exceed minimum district and state determinations for the</td>
<td></td>
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</tbody>
</table>

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Aurora Public Schools Innovation Application Template

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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.

District Policy

| IJJ/IJK: TEXTBOOK SELECTION AND ADOPTION/ SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (IJJ/IJK) | Area of Impact: Educational Program |

**Policy Language/ Summary**

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 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 IJL, of the Aurora Public Schools.

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.

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.

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.

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.

**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 educational program and curricular materials.

<table>
<thead>
<tr>
<th>Replacement Policy</th>
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</thead>
</table>

[SAMPLE] 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.

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.

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 IJL, of the Aurora Public Schools. Innovation schools will retain the authority to adopt research-based materials in support of the innovation plan.

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.

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>
<tbody>
<tr>
<td><strong>Policy Language/Summary</strong></td>
<td><strong>District Assessment System</strong></td>
<td></td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td><strong>Additional Assessment Information for Parents/Guardians</strong></td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td><strong>Classroom Assessment System</strong></td>
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<td></td>
<td>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.</td>
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<tr>
<td></td>
<td><strong>Student progress communication to parents/guardians</strong></td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td><strong>Criteria for grading student progress will be prescribed by the Superintendent of Schools.</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>IKA-R: Grading System</strong></td>
<td></td>
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<tr>
<td></td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
9-12, the A, B, C, D, F system will be used. The letters are interpreted as detailed in IKA.

<table>
<thead>
<tr>
<th>Rationale for Innovation</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 assessment systems.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Replacement Policy</th>
<th>In accordance with the innovation plan, the school has the authority to develop and adopt a 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.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Policy Language/Summary</th>
<th>RETENTION</th>
<th>Promotion</th>
<th>Acceleration</th>
</tr>
</thead>
</table>

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.
flexibility to determine its own student retention, promotion, and acceleration system.

**Replacement Policy**

**[SAMPLE]** 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 standards associated with a course as detailed in the educational model of the innovation plan.

**District Policy**

<table>
<thead>
<tr>
<th><strong>IKF: Graduation Requirements – High School (IKE)</strong></th>
<th><strong>Area of Impact:</strong> 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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**Policy Language/Summary**
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 graduation requirements.

Replacement Policy

[SAMPLE] 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 standards associated with a course as detailed in the educational model of the innovation plan. Any student in the 8-12 grade span who has demonstrated readiness for the next course (rather than grade level) will be able to register and earn advanced credit.

B. STATE STATUTE & RULES WAIVERS

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

1. What state statutes and policies need to change to effectively support and implement the innovation plan?

Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act.\(^1\) If you are seeking these waivers, provide a summary of the policy along with replacement language for each of the statutes you plan to waive out of. Use the sample table provided below as a guide. For each State Statute provision that you would like to request a waiver from, please copy and paste the table (below).

\(^1\) See 33-32.5-108 (1) and (2), C.R.S. for specificity on state statutes that cannot be waived out of using an innovation plan.
board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school.

<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 (interacts with 22-63-201 &amp; 22-63-206).</th>
</tr>
</thead>
</table>

**Replacement Policy**

[SAMPLE] 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.

<table>
<thead>
<tr>
<th>State Statute</th>
<th>C.R.S. 22-63-206 Local board duties concerning school calendar (206)</th>
<th>Area of Impact: Talent Management – Staff Transfers</th>
</tr>
</thead>
</table>

**Statute Description**

(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.

(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.

<table>
<thead>
<tr>
<th>Rationale for</th>
<th>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the</th>
</tr>
</thead>
</table>
### Innovation

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

**[SAMPLE]** 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**

| 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.

### 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 (interacts with 22-32-109(1)(f) & 22-63-206).

### Replacement Policy

**[SAMPLE]** 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.
<table>
<thead>
<tr>
<th>State Statute</th>
<th>Statute Description</th>
<th>Area of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.R.S. 22-63-402 Teacher Employment Act-Certificate required to pay teachers</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>
<td>Talent Management – Teacher Hiring and Licensure</td>
</tr>
<tr>
<td>C.R.S. 22-63-202 Teacher Employment Act-Contracts in writing, damage provision</td>
<td>(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</td>
<td>Talent Management – Contracts</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, 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.

Replacement Policy

[SAMPLE] 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.
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.

### Rationale for Innovation

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 establish its own hiring and termination and dismissal policies and procedures.

### Replacement Policy

[SAMPLE] 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, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.

Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook.

### State Statute

| C.R.S. 22-63-203 Teacher Employment Act- Requirements | Area of Impact: Talent Management – |

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Aurora Public Schools Innovation Application Template
<table>
<thead>
<tr>
<th>Statute Description</th>
<th>Rationale for Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<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 nonprobatory 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>
<td></td>
</tr>
</tbody>
</table>

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 establish its own termination and dismissal policies and procedures. |

<table>
<thead>
<tr>
<th>Statute Description</th>
<th>Rationale for Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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 establish its own termination and dismissal policies and procedures. |

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<td>(SAMPLE) 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, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook.</td>
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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, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook. |
Aurora Public Schools Innovation Application Template

<table>
<thead>
<tr>
<th>Statute Description</th>
<th>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(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.</td>
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<tr>
<td></td>
<td>(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.</td>
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<td>(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.</td>
</tr>
</tbody>
</table>
|                     | (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 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 establish its own termination and dismissal policies and procedures.

Replacement Policy
[SAMPLE] 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.
Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook.

State Statute
| C.R.S. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule | Area of Impact: Talent Management – Compensation |

Statute Description
(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.

<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
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<tbody>
<tr>
<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.</td>
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<tr>
<td>[SAMPLE] 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. The compensation structure at the school may be differentiated based on annual budget allocation and school needs.</td>
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<tr>
<th>State Statute</th>
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<tbody>
<tr>
<td>22-63-403 – C.R.S. 22-63-403 Teacher Employment Act-Describes payment of salaries (403)</td>
</tr>
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<td>Area of Impact: Talent Management – Compensation</td>
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<tr>
<td>Upon the termination of employment of a teacher prior to the end of the employment contract and prior to receiving all salary installments, said teacher is entitled to a pro rata share of the salary installments due and payable pursuant to said contract for the period during which no services are required to be performed, except as provided in section 22-63-202 (2).</td>
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<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. To protect the implementation of the innovation plan, the school requires the authority to determine a fair policy for compensation of staff upon dismissal.</td>
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<tr>
<td>[SAMPLE] In accordance with the innovation plan, the school has the authority to determine a fair policy for compensation of staff upon dismissal. Teachers are required to give a minimum of 30 days notice before resigning in order to be eligible to receive a pro rata share of salary. Less than 30 days notice of resignation may result in the forfeit of pay.</td>
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<table>
<thead>
<tr>
<th>State Statute</th>
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<tbody>
<tr>
<td>C.R.S. 22-9-106 Local board duties concerning performance evaluations (106)</td>
</tr>
<tr>
<td>Area of Impact: Talent Management - Performance Evaluation</td>
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</tbody>
</table>

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<tbody>
<tr>
<td>(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.</td>
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</tbody>
</table>
(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.

<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 and flexibility to determine its own personnel evaluation system.</th>
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<tbody>
<tr>
<td>Replacement Policy</td>
<td>[SAMPLE] 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.</td>
</tr>
</tbody>
</table>
| State Statute           | 22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar (109)  
Area of Impact: Calendar and Schedule |
| Statute Description     | (n)(I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application 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 and teacher planning time. 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 | [SAMPLE] 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 actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the... |
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<th>State Statute</th>
<th>Area of Impact: Calendar and Schedule</th>
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<tr>
<td>22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours (109)</td>
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<tr>
<td>Statute Description</td>
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<tr>
<td>(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.</td>
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<td>Rationale for Innovation</td>
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<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 and teacher planning time. 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.</td>
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<td>Replacement Policy</td>
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<tr>
<td>[SAMPLE] 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 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.</td>
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<tr>
<td>State Statute</td>
<td>Area of Impact: Calendar and Schedule</td>
</tr>
<tr>
<td>22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar (109)</td>
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<tr>
<td>Statute Description</td>
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<tr>
<td>(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 school administration of not less than thirty days.</td>
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<td>Rationale for Innovation</td>
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<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 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.</td>
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<td>Replacement Policy</td>
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<tr>
<td>[SAMPLE] 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 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</td>
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</table>
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.

**State Statute**

<table>
<thead>
<tr>
<th>Statute Description</th>
<th>22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)</th>
<th>Area of Impact: Educational Program</th>
</tr>
</thead>
</table>

**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 educational program and curricular materials.

**Replacement Policy**

SAMPLE: In accordance with the innovation plan, the school shall determine its own educational programs to be carried on in the school and shall prescribe the textbooks for any course of instruction or study in such programs.

C. COLLECTIVE BARGAINING AGREEMENT WAIVERS

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

1. What **working conditions outlined in the collective bargaining agreement need to change** to effectively support and implement the innovation plan?

With limited exceptions, Innovation Schools may request waivers from district negotiated collective bargaining agreements. If you are seeking these waivers, provide a summary of the article along with replacement language for each of the articles you plan to waive out of. Use the sample table provided below as a guide. For each collective bargaining agreement section from which you would like to request a waiver, please copy and paste the table (below).

- What innovations to employment practices, such as contract terms, work schedule, planning time, collaboration requirements, and/or grievance policies will be implemented? How do these changes support the overall school mission and model?
- Outline any innovations to the school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

Note: Modifications to employment benefits typically will not apply to core compensation benefits (such as health insurance and pension systems), but may include modifications related to such things as holidays and leave payouts.

IN PROCESS.
### Article 19: Teacher 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 program area being reduced and is deemed effective by the existing evaluation system, unless there is a compelling need in the building to retain the teacher. The principal will 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. (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)

| 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. |
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.

When a building must involuntarily transfer a staff member 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 selected by the principal based on performance 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.

### Article Summary

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. (2014)

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. (2014)

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. (2014)

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. (2014)
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. (2014)

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: (2014)

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

[SAMPLE] 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>
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<tbody>
<tr>
<td>Area of Impact: Talent Management – Teacher Hiring and Licensure</td>
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</table>

Article Summary

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
| **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** | [SAMPLE] 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 consistent with the innovation plan. |
| **CBA Article/Section** | Article 11: Compensation | **Area of Impact:** Talent Management – Compensation |
| **Article Summary** | 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** | [SAMPLE] The school will determine annual compensation and compensation for extra-duty activities in accordance with the innovation plan during or before the budgeting process each year for the following school year. Salary levels will meet minimum requirements outlined in Appendix A of Article 11. |
| **CBA Article/Section** | Article 36: Performance Evaluation | **Area of Impact:** Talent Management - Performance Evaluation |
| **Article Summary** | 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

<table>
<thead>
<tr>
<th>[SAMPLE]</th>
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<tbody>
<tr>
<td>A. General Considerations</td>
</tr>
<tr>
<td>1. All teachers at the school will be evaluated annually.</td>
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</table>

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 |

1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. In accordance with the innovation plan, all teachers with growth plans will be observed formally a minimum of one time per year and will be observed informally a minimum of six times per year.
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.

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 six times per year. Additional informal feedback and observations may be solicited from select peer teachers as detailed in the innovation plan.

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

When the appointed evaluator determines that an employee is not meeting performance expectations, the appointed evaluator, in consultation with the school principal, will place the employee on an improvement plan.

Nonprobationary teachers rated ineffective for two consecutive years may be dismissed according to policies and procedures outlined in the innovation plan and the employee handbook.

E. Evaluation Appeals IN PROCESS

CBA Article/Section | Article 13: Teacher Duty Day and Teaching Hours | Area of Impact: Calendar and Schedule
---|---|---
CBA Article/Section | 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 student learning time and teacher planning time. 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

[SAMPLE]
### Policy

**TEACHER DUTY DAY**

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. (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 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) 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)

**PLAN TIME AND SUPERVISION**

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, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher’s noncontact time averaged over the school year, and supervision duties shall not exceed 35 minutes per week averaged over the school year. 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 employed at the school 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 employed at the school 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).

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, individual signatures, or a vote)
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).