Boston K8
Innovation School Application to the Colorado Department of Education

Final Submission - February 25.2016
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Cover Page – for Colorado Department of Education (CDE)

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: ______Boston K-8 School__________________________________________

Location (address): ______________1365 Boston St____________________________________________
________________________Aurora, CO 80010__________________________________________

Plan Contact (name and position): ____Ruth Baldivia_________________________________________

Email: _____rjbaldivia@aps.k12.co.us_________ Phone: ____303-364-6878_____________________

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 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? N

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/A

Is the school in Priority Improvement or Turnaround? Priority Improvement

➢ Is the school a recipient of the federal School Improvement Grant (10039g))? Y (TIG 2015)

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

➢ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix. N/A
Letter from the School Design Team

February 25, 2016

Aurora Public Schools Board of Education
Colorado State Board of Education

We started the 2015-16 school year at Boston with a new principal, assistant principal, seven teachers, and several other staff. In the midst of a significant turnover situation, the new principal began the process of establishing a new School Design Team. Our staff, students and their families, and the community at large are deeply committed to improving the academic achievement of the school and believe that this improvement can only occur through a collaborative effort that must include specific academic strategies but that also has exposed root causes that stretch well beyond specific academic-related efforts. Boston has significant numbers of ethnic minorities and immigrants, a high mobility rate, and a relatively low socio-economic and diverse demographic profile. Participants in the process agree that transforming the school into a community hub that fosters a cycle of teaching and learning for students, staff, and community can build a strong foundation for change – especially if there is a heavy emphasis on community outreach and involvement.

Boston applied for a Tiered Intervention Grant (TIG) in August 2015. For TIG, the principal established three key levers for change: strong observation and feedback cycles, data-driven instruction, and building a positive, learning-centered school culture. The plan for innovation is more comprehensive and extensive but relies on the foundation of those three levers for change. Boston is part of APS’s first ACTION Zone, which is comprised of Central High School and several of its feeder schools, all of which are applying for innovation status under the theme of International Leadership. Certain elements of the plan for innovation are shared across the zone, while others are Boston-specific. The innovation school plan development process, which has involved Boston staff, Mass Insight, Aurora Public Schools administrative staff, and Boston community members, has been a formal, collaborative effort. Weekly meetings of our School Design Team have taken place since October 1, 2015. In addition, meetings of the Zone Design Team, which includes all schools in the first ACTION Zone, have taken place regularly. Action Zone schools have also partnered with the Asia Society as of January 2016 with the purpose of building teacher and leader capacity around how to best prepare globally competent students, which is the purpose of the Action Zone’s theme: International Leadership.

Boston K-8’s School Design Team is comprised of the principal, six teachers representing grades spanning kindergarten to 8th grade, a paraprofessional, and a parent of students at the school. Invitations to participate were sent to the entire staff and presented to parents at the October Parents Meeting. In addition, a blurb about the team was included in the Parent Newsletter, and a flyer was sent...
home. The parent selected is consistent in attending parent meetings and has two children in attendance at Boston. The members of our team were selected with true representation of grade levels in mind and keeping it at a manageable size of nine members.

Regular efforts have been made to obtain input and feedback from Boston staff, community members and organizations, students, and Aurora Public Schools administrators. Due to Boston’s plan to become a community hub that serves and benefits multiple stakeholders, input has been a critical part of the innovation process. A brainstorming session in the fall was open to all staff. During this session, dozens of ideas were generated by the Design Team and others regarding Boston’s needs. The results of this session – all in the form of sticky notes and poster paper – were placed in the faculty lounge for additional contributions. In addition, presentations have been made to staff by the principal to keep staff updated on the process as the Design Team has moved forward. At the most recent staff meeting on the morning of February 10, 2016, the current plan was presented to Boston’s entire staff. Efforts to gain input from the community were made at the following Parent Meetings:

- October 6, 2015 (am meeting): Parents were informed of the innovation process and why it was being considered at Boston. They were invited to participate in the School Design Team and told they would have opportunities to provide input at upcoming parent meetings.
- November 10, 2015 (am meeting and pm meeting): A summary of the Design Team’s activities was presented. Input was requested, and the input gathered was added to pool of ideas from other stakeholders.
- January 12, 2016 (am meeting): The progress of the innovation plan was shared, and parents were invited to participate in the meeting of the School Board.
- February 9, 2016 (am meeting and pm meeting): The current status of the innovation plan was shared.

As a result of the shared belief to pursue innovation and increase academic achievement, we, the members of the School Design Team, as well as Boston staff, families and the Boston community, are in support of this plan for innovation status. Please see Appendices A and B for details.

Sincerely,

The Boston K8 School Design Team

Ruth Baldivia       Kelly Hutchings       Richard F Wade        Carolyn Thompson
Meghan Morgan       Lynda Richardson     Deb Nolasco
Christina Cuarenta-Chacon    Pauline Fierro-Rice

Aurora Public Schools Innovation Application – Boston K8
Executive Summary

Boston K-8 is one of sixteen schools in Aurora Public Schools in Priority Improvement accreditation status and has been so consecutively since 2010-11. Only one school in the district – Aurora Central High School – has been in this status longer than Boston. The School Design Team, with assistance from Mass Insight and APS’s Zone Design Team, recognizes the academic gains Boston needs and has identified the unique challenges of the school.

Boston has one of the highest student mobility rates in Aurora Public Schools: 33 percent. In addition, the school has experienced substantial staff turnover over the last several years, with a current teacher retention rate of less than 50 percent. Nearly a third of staff are new as of the 2015-16 school year: the principal and assistant principal, seven teachers, three teaching partners, four paraprofessionals/educational assistants, and clerical and community corps liaison staff. Only seven of Boston’s teachers have been at the school for at least three years. Boston continues to score in the 1st to 10th percentile of schools in Colorado in reading, writing, math and science. The school had been in the Priority Improvement accreditation status for four school years as it entered 2015-16, and this status led to the school applying for and receiving a TIG in fall of 2015. In addition to the above mentioned data, attendance at school events is low, and this lack of participation reflects the general need for community involvement, which can impact students in a holistic way, including academically. This need is specifically addressed in the Family & Community Outreach & Engagement performance challenge. In short, deep academic gains are needed at Boston, and the innovation process provides the flexibilities necessary to meet this need.

Boston is one of five schools in APS’s first ACTION Zone, which represents some of the Central High School group of feeder schools. All schools in the ACTION Zone are applying for innovation status in the effort to collectively transform the community’s schools by developing and operating new school designs and creating innovative, targeted models for change. The models under innovation will be strengthened by the continuation and update of technological tools that support Boston’s students and families. Boston specifically has established its core values, mission statement, performance challenges, and root causes in order to address the specific needs and improvement strategy for the school. This strategy is described in more detail in the Need for Innovation and Proposed Model for Innovation sections of this application. The five performance challenges identified for Boston are as follows:

- Accountability
- School Culture
- Structure/Time and Calendar
- Curriculum and Instruction
- Family & Community Outreach & Engagement

The Family & Community Outreach & Engagement performance challenge is a critical piece in the effort towards improving Boston academically. This model will transition Boston into a sort of community
center that serves as a welcoming hub for teaching and learning for all: students, community members, and staff. Teachers at Boston recognize the value in offering reciprocal education where neighborhood families, staff, students and external organizations have the opportunity to learn from and teach one another both academically and culturally. The diversity of Boston’s community, while presenting challenges for the school, also presents unique opportunities through the strength of interpersonal and cultural exchange. Success in Family & Community Outreach & Engagement can increase the academic success of students since it is a reflection of the values behind some of the Colorado Academic Standards, a critical piece in serving a student population with a wide range of backgrounds and home life situations, and a strategy that has garnered community and district support, especially considering the central theme of the ACTION Zone: International Leadership. The ACTION Zone is currently partnered with Asia Society to support implementation planning of the International Leadership theme.

Official innovation status can give Boston the opportunity to implement a thorough redesign. The current structure of the school can only lead to incremental growth, whereas deep gains need to be made and can only be achieved through an innovation process. The new principal has worked closely with the community to identify three key levers for change that will help drive school turnaround and that are aligned with key components of the plan for innovation: strong observation and feedback cycles, data-driven instruction, and building a positive, learning-centered school culture. These factors, along with the root causes and performance challenges identified in the planning process for innovation, serve as the foundation for improving the school’s culture and academic levels of achievement.

In order for Boston’s innovation plan to be successful, certain conditions, flexibilities, and waivers are necessary. Most flexibilities Boston is seeking are those which would come from Aurora Public Schools itself. Flexibility and autonomy are being requested in regards to the district calendar, teacher planning time and days, curriculum and pacing guides, assessments, the hiring process, and budget autonomy and support.
## School Profile

### Boston K-8 School

**Principal Name and Contact Information:** Ruth Baldivia; RJBALDIVIA@aps.k12.co.us; 303-364-6878

**Leadership Team Members:**
- Ruth Baldivia, principal; Carolyn Thompson, kindergarten teacher; Emily DelMonte, 1st grade teacher; Haley Tucheck, 3rd grade teacher/teacher leader; Emily Kirby, 4th grade teacher; Lynda Richardson, 5th grade teacher; Cody Turner, 6th grade teacher; Sarah Walls, literacy teacher; Beth Eldridge, ELA teacher leader; Patricia Pluta, math teaching partner; Denise Schmersal, literacy teaching partner

### Enrollment Data:

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-8</th>
<th>5-Yr Enrollment Trend:</th>
<th>Upward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment:</td>
<td>405</td>
<td>Mobility Rate:</td>
<td>33%</td>
</tr>
</tbody>
</table>

### School Day Per Year:

| Total # of Student Days Per Year: | 175 | Instructional Minutes/Day: | 357 |
| Total # of Teacher Days Per Year: | 187 | Extended Day Program? | No |

### Student Demographic Breakdown:

| % Black: | 13.8 | % Male: | 49.9 |
| % Hispanic: | 66.7 | % Female: | 50.1 |
| % White: | 1.5 | % ELL: | 60.5 |
| % Other: | 18.0 | % Special Education: | 9.4 |
| % F/R Meals: | 85.7 | % Gifted and Talented: | 1.2 |

### Personnel Data:

| # of Administrators (FTE): | 1.24 | % of Teachers “Basic”: | 3 |
| # of Teachers (FTE): | 28.74 | % of Teachers “Partially Proficient”: | 35 |
| # of Support Staff (FTE): | 5.3 | % of Teachers “Proficient”: | 39 |
| # of Psychologists (FTE): | 0.1 | % of Teachers “Accomplished/Exemplary”: | 23 |
| # of Social Workers (FTE): | 0.3 | 3-yr Teacher Retention Rate: | 47.8 |

### School Climate Data:

<table>
<thead>
<tr>
<th>School Climate Data:</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance Rate:</td>
<td>94.8%</td>
<td>94.4%</td>
<td>94.3%</td>
<td>95.1%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Chronic Absenteeism Rate:</td>
<td>7.7%</td>
<td>6.9%</td>
<td>10.1%</td>
<td>14.8%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Total # of ISS/OSS/Expulsions:</td>
<td>65</td>
<td>37</td>
<td>55</td>
<td>85</td>
<td>55</td>
</tr>
</tbody>
</table>

### School Performance Framework:

| School Performance Framework: | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |

Aurora Public Schools Innovation Application – Boston K8
State Assessment (TCAP) % at or above Proficient:

<table>
<thead>
<tr>
<th>Grade</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>MATH</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>54</td>
<td>36</td>
<td>38</td>
<td>NA</td>
<td>Grade 3</td>
<td>57</td>
<td>35</td>
<td>40</td>
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<tr>
<td>Grade 4</td>
<td>27</td>
<td>30</td>
<td>33</td>
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<td>32</td>
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<td>Grade 5</td>
<td>24</td>
<td>32</td>
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<td>Grade 5</td>
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<td>Grade 6</td>
<td>31</td>
<td>44</td>
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<td>Grade 8</td>
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<td>26</td>
<td>31</td>
<td>NA</td>
<td>Grade 8</td>
<td>5</td>
<td>18</td>
<td>13</td>
<td>NA</td>
</tr>
</tbody>
</table>

State Assessment (PARCC) % at or above Proficient:

<table>
<thead>
<tr>
<th>Grade</th>
<th>14-15</th>
<th>MATH</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>3.8</td>
<td>Grade 3</td>
<td>5.8</td>
</tr>
<tr>
<td>Grade 4</td>
<td>8.7</td>
<td>Grade 4</td>
<td>0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0</td>
<td>Grade 5</td>
<td>2.0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>16.7</td>
<td>Grade 6</td>
<td>2.4</td>
</tr>
<tr>
<td>Grade 7</td>
<td>13.3</td>
<td>Grade 7</td>
<td>4.3</td>
</tr>
<tr>
<td>Grade 8</td>
<td>10.0</td>
<td>Grade 8</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Historical Context and Background

Boston K-8 is located in the northwest portion of Aurora, CO, approximately halfway between Stapleton to the north and Lowry to the south. Less than two blocks from East Colfax, Boston is part of an ethnically diverse, low socioeconomic neighborhood that has seen and continues to experience demographic changes, in part due to the substantial refugee population that has been moving into the area. Boston was built in 1950 and originally served grades K through 3. The school’s K-8 status began in the 2008-09 school year after the building was completely rebuilt. Boston’s most current student count for the 2015-16 school year is 405, and there are 60 staff members (all roles total). The staff is made up of a principal, assistant principal, dean of students, 27 teachers, 7 paraprofessionals and educational assistants, and several other staff members.

The demographic profile of Boston’s student body reflects the surrounding neighborhood; while nearly 20 percent fit under the category of “Other,” which excludes Hispanic, Black, and White, the majority of students are Hispanic, Black, and White.
students are Hispanic, representing over 65 percent. Twenty percent of Boston’s students are refugees. More than 85 percent of students qualify for the Free or Reduced Price Lunch program, and more than 60 percent of students are English language learners (ELLs). Many of Boston’s students have gained unique skills and experiences, including being multilingual, taking on leadership roles at home, having experienced crisis and trauma, and being new to the United States, sometimes with little or no English language abilities. A focus on International Leadership in Boston’s curriculum, culture, and family outreach is key for this truly international community.

The 2015-16 school year is a pre-implementation year for Boston’s Tiered Intervention Grant (TIG); nevertheless, Boston has begun the implementation process for the following TIG components: innovative school visits, curriculum training for teacher leaders and interventionists, orders placed for new curriculum materials (Reading Units of Study) and related professional development plans, and establishing planning times for groups to develop systems and structures to support innovation.

Boston currently offers the following programs for students and/or community members: Wish for Wheels, Coats for Kids, Second Chance Bikes, Soccer for Success, Girls on the run, SES Tutoring for Title I Schools, Lutheran Family Services Tutoring for Refugees, and Food Bank of the Rockies. The Refugee tutoring and Food Banks are the only two that have started this school year; the others were already in place for at least one previous school year. Teachers are eager to improve the school and are forging connections with community members and area organizations, in part through these programs.
Vision, Mission, and Values

Boston’s Vision, Mission, and Values, although inspired by already existing structures in the school, were created in October 2015 within the scope of the quest for innovation status.

1. Vision Statement

Boston is a unified, global community of lifelong learners who strive for excellence and compassion for self, each other, and our world.

2. Mission statement and description on how designation as an Innovation School will enhance the school’s ability to achieve its mission.

Mission Statement: Our vision of Boston K-8 is to ensure that every student can perform at grade level proficiency or above in reading, writing, and mathematics.

Note: Boston’s Mission Statement had already been in place before the innovation process began.

The Innovation School designation will enhance Boston’s ability to achieve this mission by providing the time, resources, and structured plan to transform the school into an educational institution that extends well beyond academics and serves as a deeply needed community hub and reciprocal teaching and learning center for students, community members, and staff.

3. Core values

   Community Fostering Respectful, Compassionate Relationships
   Making a Difference
   Integrity
   Enthusiastic Attitude
   Resiliency
   Continuous Learning
**The Need for Innovation**

<table>
<thead>
<tr>
<th>Performance Challenge</th>
<th>Needs Addressed</th>
<th>Root Causes Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement</td>
<td></td>
<td></td>
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<tr>
<td>Language Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTSS (Multi-Tiered System of Supports)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td></td>
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<tr>
<td>Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social-Emotional Needs of a Diverse Population</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Boston K-8 is a school with some of the highest need in Aurora Public Schools (APS), with significant numbers of ethnic minorities, students on free and reduced lunch and English language learners. Boston also serves a significant population of immigrant and refugee students and has one of the highest student mobility rates in the district. The school has experienced substantial staff turnover over the last several years and continues to score in the 1st to 10th percentile of schools in the state in reading, writing, math, and science. In short, Boston is a school in need of rapid and dramatic improvement in order to accelerate learning for all students.

Many of Boston’s students have been through difficult life experiences, including having to take on leadership roles at home, crisis and trauma, volatile financial situations, regularly having to move to another district or state, and being new to the United States, sometimes with little or no English language abilities. These situations generally put students in a vulnerable place socially and emotionally due to harsh realities beyond their control, and academic progress often suffers in turn. The community hub that Boston proposes to develop can serve as a community asset that promotes a welcoming and healthy social context with familiar adults. This kind of resource can be a catalyst for increased academic achievement, which is extremely difficult to reach without the mental and physical welfare these students lack.

Boston’s plan for innovation is designed on the foundation of five key performance challenges, which were determined by the school design team. The performance challenges are critical to meeting the unique needs of Boston. Each challenge has its own specific focus and areas of need, but all of them overlap to some extent, which creates the need for a somewhat interdependent relationship among the performance challenges in order to reach successful implementation. Six root causes of the current performance challenges at Boston have been identified:

Family Engagement
Language Instruction
MTSS (Multi-Tiered System of Supports)
Planning
Professional Development
Social-Emotional Needs of a Diverse Population

Boston’s unique needs and root causes – and their associations with the five performance challenges – are shown in the table below:
| Accountability                                      | ● Talent Management (which includes the hiring/dismissal system and evaluation of staff) | ● Planning |
|                                                  | ● Professional Development                                                          | ● Professional Development |
| School Culture                                    | ● Advisory groups                                                                  | ● Family Engagement |
|                                                  | ● Service learning                                                                  | ● Social-Emotional needs of a diverse population |
|                                                  | ● Promoting students to be lifelong learners through key transitions                | |
|                                                  | ● Enhancing students’ self-identity, Boston identity, and global perspective by knowing and sharing cultures deeply and intentionally | |
| Structure/Time and Calendar                      | ● Modification of the school schedule for students                                 | ● Planning |
|                                                  | ● Modification of the school schedule for teachers                                 | ● MTSS |
|                                                  |                                                                                   | ● Professional Development |
|                                                  |                                                                                   | ● Language Instruction |

<table>
<thead>
<tr>
<th>Performance Challenge</th>
<th>Needs Addressed</th>
<th>Root Causes Addressed</th>
</tr>
</thead>
</table>

Aurora Public Schools Innovation Application – Boston K8
Curriculum & Instruction

- Best first instructional strategies
- Providing real-life application opportunities for learning
- Providing meaningful language acquisition in a supportive environment

Family & Community Outreach & Engagement

- Building and monitoring partnerships with local community programs
- Establishing Boston as the hub of the community

The areas of need in all the performance challenges above are comprehensive and all-encompassing; it is not necessarily the case that every single need will be planned out specifically and implemented directly; some needs will be covered by the implementation of others due to overlap and the interrelated nature of the work to be done.

In the Proposed Innovation Model section, the needs have been narrowed down further, and specifics of the plan to address them are given.

The specific details that support the associations made between the root causes and the performance challenges are as follows:

Accountability is a performance challenge that involves Professional Development, teacher evaluation, and human capital (talent management/hiring). Planning and Professional Development are Root Causes because they are much needed at Boston for improving teachers’ instructional capacity.

The performance challenge of School Culture involves teacher/student mentoring around grade-level transitions, school-wide expectations and routines that reflect the school’s values, enhancing the
school’s character and reputation through its linguistic and cultural diversity, and fostering the concept of continuous learning through potential partnerships with outside organizations. Root causes related to School Culture include Family Engagement, as students’ cultures are directly tied to their families’ cultures, and Social-Emotional Needs of a Diverse Population, because consistent values and expectations can offer security and well-being to students.

Structure/Time and Calendar is a performance challenge that involves all facets of scheduling for the purposes of planning, PD, language and MTSS supports, and the option of Preschool. Root causes are therefore the following: Planning, MTSS, Professional Development, and Language Instruction.

The performance challenge of Curriculum and Instruction has a lengthy set of needs, which include alternative learning approaches (field-based and project-based), efficient use of technology, collaborative family partnerships, interdisciplinary units, English language learner needs, planning, and so on. This performance challenge is somewhat unique in its wide breadth of focus; all of the Root causes are identified here: Planning, MTSS, Professional Development, Family Engagement, Social-Emotional Needs of a Diverse Population, and Language Instruction.

Finally, Family & Community Outreach and Engagement is centered around community partnerships, business support, community service and projects, and family education and resources. The key Root Causes for this performance challenge are clear; they include Professional Development due to the need for teachers to be English language learner savvy, Family Engagement, Social-Emotional Needs of a Diverse Population, and Language Instruction.

APS has a strong record of engaging stakeholders, executing successful community partnerships and utilizing grant funds responsibly and effectively. Input and feedback from the Design Team, community, and Action Zone team have resulted in a clear picture of Boston’s unique needs. The plan is intentionally and specifically sculpted to prioritize Boston’s deepest challenges in the most efficient ways possible. Boston’s ability to achieve dramatic improvement can only come about through these unique approaches. In addition, it is relevant to consider that the substantial commitment of resources required to turn around Boston poses an obstacle to the district, which is tasked with providing support to 16 schools with a status of Priority Improvement and two in Turnaround. Therefore, Boston’s capacity to achieve dramatic improvement is dependent not only upon the custom strategic plan that has been devised, but upon the resources that only innovation status can provide. Please see UIP for additional context and summary of notable trends, priority performance challenges and root causes.

A Note on Students with Disabilities and this Plan

Innovation Plans and IDEA

All innovation plans must be implemented with the Colorado Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.), which itself is intended to “closely align” with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized
education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

*The implementation of specific innovations under the ACTION Zone plans*

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a pre-existing service model to an “innovative” model, it is expected that the student’s teachers of record take the necessary steps—up to and including calling for an IEP meeting—to ensure that appropriate modifications, accommodations, or (if necessary) adjustments to the student’s IEP are made, and that the IEP is delivered with fidelity.

*Implications for students educated in district-determined full-time placements*

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP’s during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.
Proposed Innovation Model

SECTION I: CULTURE OF PERFORMANCE

A. Positive Learning Environment and School Culture and Climate

At Boston we will cultivate and reinforce a culture representing our core values by establishing and reinforcing school-wide expectations that allow for character development through several initiatives. These initiatives include advisory groups, service learning, supporting students through key transitions, enhancing students’ self-identity, Boston identity, and global perspective by knowing and sharing cultures deeply and intentionally, and encouraging pride in all stakeholders for our learning community.

Boston does have and will continue to use existing processes for behavior management, attendance, and school culture in general. Boston has a Positive Behavioral Interventions & Supports approach called the Bear Paws Expectations. These attributes, which define the culture work at Boston, include the following expectations for students: Believe in yourself and others; Engage in learning every day; Achieve excellence; Respect yourself and others; and Scholars. These positive behavioral statements were redesigned by staff at the beginning of the 2015-16 school year and will continue to be in place as Boston moves forward. They represent school-wide beliefs and expectations for both students and adults.

As part of the realities on which the International Leadership theme is based, the use of various technologies is a key method in building a positive learning environment and school culture.

<table>
<thead>
<tr>
<th>Advisory Groups</th>
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<tbody>
<tr>
<td>Advisory (a crew or community group) is comprised of a small cohort of students and an adult facilitator that will serve as the place in the schedule where building strong community relationships are the core. Advisory is the soul of our school: teaching students before teaching subjects. Within the advisory process, Students will regularly meet to build a small cohort community that supports the larger community of Boston, engaging in leadership opportunities and building teamwork. Each student will develop a strong adult-student relationship through regular team building activities and develop pride in and connection to the community through their service projects in the neighborhood. This process will include a year-long curriculum based on building student independence and interdependence within a positive community environment. These support systems will meet the individual needs of both students and staff.</td>
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A sample agenda for an advisory group on a Tuesday could function as follows: After attendance and breakfast, a morning meeting for 5th and 6th grades involves greetings to one another by sharing ways various cultures greet one another, engaging in discussions around the quote, “A winner is a dreamer that never gives up,” having a progress report on the Boston Community Garden service project, setting intentions for the day, and chores, which could be collecting breakfast bins on this particular day. Later in the day, there could be a check-in with this group after lunch as well as afternoon dismissal from the
Boston has a complex need for social-emotional supports and development due to the linguistic, cultural, economic, and academic diversity at the school. Boston’s student population consists of 61 percent English language learners and 20 percent refugees, and our Free or Reduced Price lunch population is at 86 percent. By intentionally building systems and structures around peer groups, we will foster motivating relationships on a personal level and build resiliency in our students because of our highly mobile population of 33 percent. Introducing these systems will facilitate smoother transitions into our building by taking time each day to focus on connectedness.

The three-year timeline for advisory groups entails the implementation of three key areas over three years: advisory systems in year one, local community service projects as a looping element in year two, and global leadership projects in year three.

In order to accommodate the time needed to implement this program successfully, an increase in the length of the school day as well as the flexibility of the school schedule to prioritize this system are both necessary.

The immediate gain for students in this model is creating diverse and relevant relationships that better support social and emotional needs daily. Students will be working in the community, thereby building leadership skills and experiencing the world at large. This program will also enable adults to build diverse and relevant relationships with students and other staff to build a strong, resilient culture and community at Boston. Adults and families in the community will get to know Boston students better as they impact the community.

**Service Learning**

Students will develop their leadership skills at Boston through researching issues and creating service learning projects that strengthen their local community and ultimately reach out to the global community at large. Students will utilize academic skills to research, propose, implement, and evaluate service projects for the local and global community. Building-wide projects will be implemented on a quarterly or semester-long basis and will be tied to themes that are celebrated at monthly family events. This process will enable students to establish and maintain open relationships within the community.

An example of a service learning project is using design thinking to research and problem solve Boston’s lack of a walkable nearby grocery store with fresh vegetables. Students will prototype possible real-life solutions to the problem, including planting a community garden or starting a vegetable food truck, and then pick their best options to try out in real life.

Service learning will help students find their place in their community as leaders while modeling environmental and community stewardship, building our connection with the community. Purposeful
action will empower students to make a difference in the community – one of Boston’s core values – and develop critical thinking skills that will develop our students’ 21st century skills. Finally, students will see real-life application of their academic skills, thereby increasing the relevance of what they are learning, and they will develop networking and social skills by working with the community.

The three-year timeline for service learning projects entails the implementation of three key areas over three years: Year one necessitates outreach to experienced groups with whom to partner and exposing students and teachers to the full process of service learning by focusing on one project. In year two, the quantity and type of service projects will increase along with ensuring that they are tied to the International Leadership theme. Global leadership service projects will be implemented in year three. These projects can include anything from focusing on an international perspective to school partnerships across the state or nation.

Dedicated planning time is necessary for this model to be successful. Staff will need devoted training and planning time to fully develop their local/global service project units and to fully integrate required standards. Flexibility in how planning is used throughout the year should be incorporated.

There are several potential impacts on students and adults through service learning. Students will strengthen and utilize their academics through real-life research, planning, and implementation and will build empathy through studying and understanding the problems of others. In addition, through working with the community, students will build leadership skills and experience the world at large. Adults will strengthen bonds with students and the community and will better understand the needs of the community and the world at large.

Supporting Students to Be Lifelong Learners Through Key Transitions

Boston will support the various academic transition periods of its students through the promotion of lifelong learning. This will result in students becoming fully informed and prepared for the educational process each step of the way, from Pre-K through post-graduate. Boston’s first focus will be the transitions from one grade to the next, and then from 8th grade to high school. Our goal is for students to be educated on their next step in their educational career so they can move forward in confidence and hope. Students will also build peer and adult networks to help them through the milestones of education and will find joy in learning through a focus on engagement and promotion of enrichment activities.

An example in the form of a high school transition plan has been constructed to emphasize students’ understanding of the ways school levels are interconnected and seeing the importance of a high school education. This example is comprised of three separate events or processes. For 8th grade there is a one-quarter high school boot camp during which the Boston counselor spends one day a week at the high school for the first quarter of the year to follow up on transitioning former Boston students. In 3rd grade and 4th grade, a household budget is created, and students learn how it is impacted by the
earning of a high school diploma, associate’s degree, bachelor’s degree, master’s degree, and doctorate degree. A high school event, which could apply to students in various grades, can be organized to include art programs, athletic events, etc. Tickets can be awarded to students at PBiS assemblies as incentives, but also to expose students to the next level of education in a positive manner.

Many of our students come from homes that do not have an established experience with college education (and, often, high school), and because there is such a high dropout rate in our zone, Boston would like to focus on ensuring our students have all the tools they need to succeed academically. This focus will support students to not only become advocates for their education, but also to improve their communication and organizational skills. We believe high school and college readiness starts in preschool. Recent dropout and graduation data helps underscore the need to promote lifelong learning and to support students’ upward mobility. The 2014-15 four-year, on-time graduation rate for Aurora Central High School – which serves former Boston students – was 44.4 percent and has failed to break 50 percent for the past three school years (APS’s graduation rate for 2014-15 was 59 percent, and Colorado’s overall graduation rate for 2014-15 was 77.3 percent). The 2014-15 dropout rate for Aurora Central High School was 10.5 percent (APS’s dropout rate for 2014-15 was 4.4 percent, and Colorado’s overall dropout rate was 2.5 percent). Central’s dropout rate for both 2012-13 and 2013-14 was 8.8 percent. Lack of preparation where formal transition programs are lacking is reflected outside of Colorado as well. According to a study done by YouthTruth out of San Francisco, over half of the students surveyed did not feel ready for college: http://edsource.org/2015/survey-most-high-school-students-feel-unprepared-for-college-careers/83752

The three-year timeline for Transitions supports entails the implementation of three key areas over three years. During year one, staff provide authentic opportunities for students to be exposed to and supported into the next grade level. Year two involves structures being introduced for students to have supports as they move on and up the educational ladder (continued check-ins with significant adults, etc.). During year three, college visits and similar higher educational level experiences and exposures will occur.

In order for this model to be successful, we will need to plan intentionally to create experiences where students will have formal exposure to higher levels of learning strategically in grades P-8. We will also need to establish a more systematic process to provide sustainable connections to significant adults.

As far as the impacts on students are concerned, there are several; students will receive structured, sustained support and mentorship from adults and peers so they don’t fall through the cracks. In addition, they will have the connections and advocacy skills to ask for what they need to support their education, and they will be more prepared to enter college or higher education if they feel secure, informed, and prepared at each level of the process. Adults will serve as mentors, following students’ progress. In this way they will have increased opportunity to help a student that may be struggling. Adults within the district will be serving as liaisons between schools to help make transitions smoother. Our students’ families will be reassured that their children have experts actively and intentionally
assisting their children towards college.

<table>
<thead>
<tr>
<th>Enhancing Students’ Self Identity, Boston Identity, and Global Perspective by Knowing and Sharing Cultures Deeply and Intentionally</th>
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<tbody>
<tr>
<td>At Boston we will learn new ways to experience cultures deeply and intentionally. Doing so is critical to enhancing students’ self-identity, Boston identity, and global perspective in a school and community that is so diverse and faced with the reality of a trajectory where International Leadership is beneficial for all. Through this process we plan to utilize our linguistic and cultural diversity to build capacity in community and promote unity, create a welcoming culture of staff, students, and the community framing the diversity of the community as assets, and develop a more equitable environment by actively educating the staff, students, and community in our shared diversity. Boston seeks to go beyond the basic learning of cultures within the school and take it to the next level by answering such questions as, “How does school work in our students’ countries of origin? How can family members share their experience with us in more informal ways in the classroom?”</td>
</tr>
<tr>
<td>Joint staff/community trainings on culture sharing are a way this model can be realized. One example is a book study on equity based around the book <em>Schooling for Resilience: Improving the Life Trajectories of African American and Latino Males</em> by Edward Fergus, Pedro Noguera, and Margary Martin. Another example is a team-building exercise with the goal of learning about the conflicts in the home countries of our refugees and the many reasons that families migrate from other countries into the US. Finally, community leaders could teach our staff about the structures of some of the common languages found in the community; learning about a language can significantly deepen one’s understanding of the associated culture(s).</td>
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<tr>
<td>There are many reasons why enhancing students’ identity by knowing and sharing cultures is necessary and beneficial for Boston. It would be mutually beneficial to build capacity within our community and to develop a resource exchange between the community and the school, which could include translation services, cultural education, and job training. At Boston, it is necessary to increase communication and education that foster relationships on a community level due to the linguistic, cultural, and academic diversity. These differences have created disconnects in communication through tangible barriers such as language and through less tangible ones such as cultural misinterpretation. Boston’s student population consists of 61 percent English language learners and 20 percent refugees. Our mobility is 33 percent, and our Free/Reduced Lunch population is 86 percent – our diverse, high-poverty area is not reflected in the majority of our teaching staff; therefore, this is one way to begin to address any disconnects and increase understandings.</td>
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<tr>
<td>The three-year timeline for this model entails the implementation of three key areas over three years: implementing cultural sharing trainings for staff and community to improve and develop understandings</td>
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around our diversity and identifying barriers to communication and address some of these barriers in year one; continuing to refine communication strategies and incorporating community leaders into planning cultural events and service projects in year two; and developing a systematic and sustained integration of our community leaders into Boston’s culture, exploring new ways to develop new community leaders out of our students, and developing resource sharing within the community in year three.

In order for this model to be successful, we will need to find or create trainings that address our community’s unique and diverse needs. We also need to find, develop, and identify community leaders and future community leaders.

Initiating this model will have clear impacts on students and adults. Students will be surrounded by adults who have a better picture of their culture and are therefore more prepared to support them. Also, by intentionally facilitating complex dialogue, students will deepen their cultural understandings of one another. Adults will have increased empathy for the community and will gain a concrete understanding of the various cultures that can be applied to systems as varied as curriculum development, school calendars, and even lunch menus. Adults will be better able to interact with one another and be better models for our emerging global leaders, and community leaders will develop marketable skills in training and communication.

### Establishing and Encouraging Pride for Our Learning Community in all Stakeholders

Pride at Boston contributes to maintaining and improving the school’s environment, programs and activities, and the school’s impact on the betterment of the community, city, county, and state. In order to strategically and effectively infuse pride into Boston and the community, we have several planned initiatives, some of which are connected to other performance challenges. First, students and parents will need to meet and identify needs in the community and school. We would like our students to be speaking to the community directly, sharing what is happening at Boston and how they and their classmates are successful in their learning. We will guide our students in presenting and taking on leadership roles. This process will help to develop student and family responsibility in our school and community. It can also help to generate community partnerships and service learning experiences that will be beneficial for Boston. Establishing a culture that is unique to Boston – which is a key element in improving the academic achievement of students – not only encourages pride amongst students, staff, and families; it also serves as a way to unite our diverse community around one central theme and value system.

The Pride model is much needed at Boston; there are currently minimal student leadership opportunities, and there is a lack of student and parent confidence in academics, school environment,
and student character development.

The three-year timeline for this model entails the implementation of three key areas over three years. During year one, we need to establish student leadership groups and advisory meetings as part of the daily schedule. Working with partnerships within the community and nationally to promote a unique atmosphere at Boston will serve as the foundation; one example is re-creating the theme of a Boston, MA college hall in Boston itself. Year two will require us to continue year one’s implementation with the addition of new uniforms that have been designed by students and parents. In year three, we will monitor and refine programs and systems that increase school pride. We also plan to involve Boston in outside activities and competitions that honor student accomplishments.

In order to implement this model successfully, there are necessary flexibilities that will support our plan, such as student scheduling that will have specific built-in structures to increase student voice as well as a clear plan for the school’s use as a welcome center, which will encourage the community to increase their voice in how to support Boston.

We foresee several impacts from the Pride model for students and adults. In the short term, students will develop a sense of ownership in their school and community. Students will develop leadership skills and gain motivation to have control over their learning, understanding that their ideas matter. Students at Boston will see that their voice matters and is part of the change. In the long term, students will continue to work with the teachers, administration and stakeholders in the development of new strategies for pride as our school changes throughout the years. Adults will partake in the development of pride at Boston and in the community. Boston as the hub of the community enables parents to be engaged and take the lead in developing these ideas. In the long term, adults will continue to reach out to all community members and educate them about the resources Boston has to offer for them. This outreach will allow and encourage the community to be involved in the school’s projects and activities.

B. School Partnership Monitoring and Accountability

Boston K-8 desires to engage local businesses, communities and clubs to develop a variety of local partnerships that holistically meet students’ academic needs. We want students to have diverse and relevant role models and community partnerships that can assist in real world application of our curriculum through authentic relationships and empower our students to reach their academic goals.

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<thead>
<tr>
<th>Building and Monitoring Community Partnerships</th>
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<tr>
<td>In order to effectively and strategically engage and empower our families and community, we will identify student academic needs and match those needs with potential organizational partnerships and/or mentors. We will implement a role model program utilizing members from the community to promote academic support. Our goal is to create opportunities through partnerships to enhance the</td>
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curriculum and provide more field experience/real world application for our students. In order to be
successful and sustainable in this effort, we will need to evaluate the effectiveness of current
partnerships & discontinue those that are not effective.

There is minimal community involvement at Boston, and there are few partnerships that currently
support our students academically. Students’ difficulty in writing, reading and math inhibit them in
understanding how to take advantage of different avenues that can help them reach their academic
goals. Many of these avenues can be realized through community partnerships.

The three-year timeline for this model entails the implementation of three key areas over three years.
During year one, we will reach out to local businesses and programs to begin conversations about
academic partnerships. Our plan is to secure at least one local partnership that is able to be a consistent
presence in our building and with our students. We will also analyze partnerships that already are
established to determine their effectiveness in increasing our students’ academic progress. During year
two we will work with our established partner to consistently meet the academic needs of our students
and will reach out to other local organizations that are interested in the opportunity to partner with
Boston to support students. Analyzing the academic data will help us to determine the effectiveness of
the partnerships adopted in year one. In year three we will continue to refine and develop strong
academic partnerships. We will work with established partnerships to consistently meet the academic
needs of our students. Finally, we will analyze the academic data to determine the effectiveness of the
partnerships adopted in years one and two.

This model will have an impact on both students and adults in a positive way. In the short term,
students will have the opportunity to engage in field experiences that relate to real world ideas of what
they are learning, and they will have access to expanded curricular resources. They will build
relationships with diverse and relevant mentors that encourage them to pursue their long-term and
short-term academic goals and who give them a positive example outside of Boston. Students will also
begin to see our Boston community as a center point for relationships, resources and support for their
academic needs. Students will feel known and connected to Boston. In the long term, students will
engage in field experiences that will support their learning into and beyond their secondary and
postsecondary education. They will have relationships that are resources for them as they move on in
their educational career. In the short term, partnerships will allow adults in the community and at
Boston to better support students’ academic progress. Partnerships will give staff members more
resources to offer our students during and after the school day. In the long term, staff will have a bigger
community supporting them in meeting student academic needs. Boston’s academic achievement will
increase, and the achievement gap will decrease.

In order for this model to be implemented successfully, flexibility in planning time and/or budget may
be necessary. We need to create a team to write a job description for a community outreach
coordination (if different than current position). We then need to hire a full-time community outreach

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coordinator to lead our community partnerships. Ideally, we need to seek out non-profit organizations to monetarily support the structure. There also needs to be a flexible contract implemented with partnerships so that Boston can enter into and terminate partnerships as needed.

C. Family and Community Engagement

In order to effectively and strategically engage and empower our families and students to reach their highest potential we will utilize the community to build strategic academic partnerships and use Boston as a resource center to meet non-academic family needs. International Leadership is a theme that will help support this process for Boston families, students, partners, and teachers.

Specifically, we would like to create an atmosphere of open communication where the families and students know that Boston is the center point or hub of the community where they can have access to resources that meet their needs.

<table>
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<tr>
<th>Boston as the Hub of the Community</th>
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<tr>
<td>Boston plans to transform into a space that integrates student, family and community services. Our goal is to establish Boston as the focus of community life in our neighborhood: a place where our families, students and community members can access services and meet, grow and become mutually beneficial to one another. We would like to serve as the focal point for transmitting shared values, resources and support and for instilling in our students the ideals of being citizens of the world and of our community.</td>
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In order to transform Boston into the hub of our community, there are several actions we will need to take and processes we will need to establish and maintain. First we will analyze the factors that are getting in the way of our students’ academic progress and address them within our building and in the community. This process will have to be ongoing and frequent. We will provide newcomer support and access to the Aurora Welcome Center. We will provide continued education for parents and family members to help them reach their goals. We will give families a wide variety of volunteer opportunities and involve them in academic and social events at Boston. We will also connect families and students to local service opportunities to empower them to give back to our community. We will make home visits frequently and provide transportation or programming at Boston for families to provide the resources they need. Finally, we will initiate a clear communication system to address the linguistic needs of our community.

An example of Boston providing services in a specific scenario would be to assign a site coordinator, with help from mentors and teachers, to organize local services to meet student and family needs. These services could involve, for example, access to a food bank, counseling services, or health services. These services would be monitored and adjusted at least annually as needs shift.

The current reality at Boston supports this model, which is being introduced due to several reasons. First, there is minimal parental and community involvement in the school. We need to see an increase in parents advocating for support in community resource utilization. Families desire educational opportunities and knowledge that will empower them to support their own personal and family growth. Also, due to cultural and linguistic challenges it is easy for our community to stay segregated.
Attendance at Boston-sponsored events, such as parent-teacher conferences and performances, is lower than is desirable. Since we are geographically central and many of our families do not travel outside our eight-block radius, Boston as a hub would be very convenient. Students would have alternative after-school and weekend options and would be more likely to make good choices and continue in education. Finally, students seeing their parents reach their goals and advocate for their own continued education would be motivating and normalize the idea of post-secondary education.

The three-year timeline for this model entails the implementation of three key areas over three years. During year one we will begin to establish Boston as a community hub, hire a full-time community coordinator, and reach out to families to survey them on their needs and goals. As a staff we will engage in a root cause analysis to figure out the factors that negatively impact students’ academic progress. We will reach out to non-profit organizations to help finance the project and begin to develop a parent center that provides resources for families. We will also give families a wide variety of volunteer opportunities. Year two will involve the continuation of developing a parent center that meets the needs of our families. We will begin to explore the options in transportation or programming at Boston for families to acquire the resources they need outside our neighborhood. In year three, we will further develop the parent center. With more knowledge about what is locally available, we will connect families and students to service opportunities to empower them to give back to our community.

Several conditions need to change in order for this model to work. An avenue for parents and students to communicate their needs and wants will need to be established. A position for a full-time community coordinator employed at Boston is critical. Engaging in an active partnership with the Aurora Welcome Center would be very beneficial and budgetary autonomy and support is necessary as well.

Both students and adults will be impacted immensely by the successful implementation of this model. Students will have a place to turn to after school with many academic and creative engagement options. These options, in addition to the support they will provide for guardians and families, will empower students to set goals, make good choices, and contribute to their community. Adults will have opportunities they otherwise may not have in our area of the city. They will be motivated by their children’s extended involvement, and a healthy cycle will be created where both the community and school are teaching and learning from one another.
SECTION II: EDUCATIONAL MODEL

A. Innovation Model/Focus and Instructional Expectations; Curriculum and Standards

At Boston we will provide our students with a rich education by building teacher expertise in best first instructional strategies and calibrating practices school-wide. We will provide real-life application opportunities for learning and calibrate understandings of language development and acquisition. An International Leadership approach to these real-life applications is aligned to the demographics and needs of our community. Finally, we will determine the standards that need to be taught in each grade and how those standards fit within the learning trajectory of a K-8 school, using a rigorous data-driven instruction model in reading, writing, and math. Determining the standards and learning trajectory primarily involves professional development, which can be found in this application under Section III: Talent Management. Boston will have the flexibility to expand and enhance the current APS curriculum, which it currently uses for its instructional content. Current technology both in and outside the classroom will be utilized in the delivery of instruction and in interactive opportunities for students both at Boston and in activities in the community and beyond. Boston will research Professional Development and curricular materials that can better support project-based learning with components of advancing our students’ 21st century technology skills.

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<tr>
<th>Best First Instructional Strategies</th>
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<td>At Boston we will calibrate our building’s understanding and practice of best first instructional strategies. Teachers will have the knowledge and skill set to engage a diverse group of learners utilizing research-based instructional strategies that meet the wide range of needs of our school’s learners. Objectives: Teachers will create a toolbox of strategies that can be used to meet specific needs. After determining the needs of their group of students, the teachers will then become experts in choosing and implementing lessons that include specific strategies that will engage the wide range of learners. Our best instructional practices will be based on Robert Marzano’s <em>Nine Effective Instructional Strategies</em>, which states that “Effective instruction is key to improve student learning. These nine instructional strategies help students achieve at higher levels.”</td>
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The strategies are:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Non-linguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
● Generating and Testing Hypotheses
● Questions, Cues, and Advance Organizers

Based on current data, Boston has a low teacher retention rate. As a result of constant turnover, Boston hasn’t been able to establish shared instructional practices. Providing professional development will give teachers the skills to feel confident in planning and implementing lessons that meet the needs of their students. Incorporating best first instructional strategies allows for each student to engage in the learning of the lesson, therefore allowing students to learn the maximum amount in a lesson and retain that knowledge for subsequent grades.

The three-year timeline for this model entails the implementation of three key areas over three years. During year one, teachers will learn about research-based instructional strategies that will be a best fit for the needs of our students and staff and practice effectively implementing these strategies into daily lessons building-wide. For year one, teachers will increase their level of expertise in the strategies and begin to take on implementation responsibility in grade level teams and maintain open communication of strategy implementation vertically. Finally, in year three teachers will be experts in identifying the strategies needed for their group of learners to allow for maximum learning by each student in daily lessons.

For this model to be successful, professional development will need to be provided to all staff and be focused around these strategies. We will need staff experts on these strategies, and their role will be to lead us in how to appropriately incorporate them into the daily lessons based on student needs. After the strategies have been presented and practice time has been provided, a building expectation will need to be set so that all teachers are utilizing these strategies consistently.

In the short term, all students will be able to actively participate in engaging lessons and will be able to accurately demonstrate their learning. In the long term, students will take the knowledge gained from these engaging lessons and connect it to the outside world, which will allow them to develop their global identity. For adults, in the short term teachers will be provided with meaningful professional development that directly connects to the needs of their learners and will present lessons that are engaging to all. In the long term, teachers will have the knowledge and skill set to plan for lessons that make learning more meaningful and engaging to our students where their needs are identified and met.

Providing Real-Life Application Opportunities for Learning
At Boston we will provide real-life application opportunities for learning. Teachers will provide thematic, integrated, application-based learning opportunities within and outside the classroom. Project-based learning is at the core of this model. Projects may be local, regional, or national, but the International Leadership theme will universally apply on any scale. Within a predetermined building-wide theme,
grade level teams will decide on application-based learning opportunities that align with that theme. Teachers will communicate their needs to outside stakeholders in order to bring real-world learning into the classroom.

Based on the data, there is a lack of transfer of information from grade to grade, content to content and content to district and state-wide testing. Our large population of English language learners can benefit from project-based learning opportunities as they will gain background experiences in the topic area they will be learning about. This will allow them to make connections throughout each content area. This style of instruction will allow for structured language practice and acquisition to occur naturally across units through common vocabulary, usage, and structure across the four language domains.

The three-year timeline for this model entails the implementation of three key areas over three years. For year one, building-wide themes will be determined for the school year across the building. Teachers will determine what can be investigated in their grade level that aligns with this theme and allows for multi-content integration. Teachers will brainstorm outside stakeholders and resources that can be utilized in these investigations to further support learning. Teachers will continue to establish and maintain relationships with community partners during year two and will become experts in year three.

For this model to be successful, there needs to be flexibility in how PD is structured and intentionally planned for the year. It is imperative to have grade levels working together and also for vertical planning to take place. We also need flexibility from the district pacing and planning guides to align content across the grade levels as needed.

In the short term, all students will be able to investigate the world around them. In the long term, students will take the knowledge gained from these engaging lessons and connect it to the outside world, which will allow them to develop their global identity. In the short term, teachers will present learning in engaging ways that allow their students to connect their gained knowledge to cross-content areas and the outside world. In the long term, teachers will have a foundational understanding of supporting students in taking ownership of their learning.

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<tr>
<th>Providing Meaningful Language Acquisition in a Supportive Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Boston we will understand the abilities of our language learners so that each learner has the opportunity to accurately communicate their understandings of learning. After analyzing and identifying strengths and struggles of our language learning groups using the WIDA language standards, teachers will effectively choose and implement language strategies that create a supportive environment for direct language instruction to happen across all four domains for all students throughout the school day.</td>
</tr>
</tbody>
</table>

In this model, all students receive intentional and deliberate language development instruction in all
content areas. For Level 1 students there will be close transitional work with the ELA teacher leader to support students’ successful integration into the classroom. This will include getting to know the student and family while they get to know the resources and supports at Boston. We also need to provide language supports in students’ native language through the transition process. Level 2-5 students will receive language acquisition lessons that are, for example, differentiated by WIDA level in a certain grade level in science.

Boston’s population is comprised of 61 percent English language learners within all six levels of language proficiency levels. There are at least 17 different languages spoken at Boston. Gaining a better understanding of language acquisition will allow for teachers to better understand the needs, struggles and abilities of the learners we have at each proficiency level. This process will also assist teachers in how to challenge and push their students when they are ready to advance to the next level of proficiency. In learning strategies that support the abilities and needs within each level, teachers can provide more engaging lessons that will allow students to further their English language proficiency in authentic ways.

The three-year timeline for this model entails the implementation of three key areas over three years. Year one will consist of building-wide professional development on the understandings of WIDA language standards across the four domains of speaking, reading, writing, and listening skills. Within this PD, teachers will learn the abilities within each proficiency level, the needs of the learners, and strategies and supports that should be provided to assist their learning. During year two, through collaborative planning and coaching, teachers will effectively choose strategies and supports to use throughout the school day that meet the needs of the students in their classroom. These supports will allow for students to further their language proficiency and accurately communicate their understandings of content learning. For year three, teachers will have a collection of strategies and supports to pull from and know how to pair these with the needs they see in their students so that the language needs of the classroom are being met and the students are being challenged in their language acquisition.

In order for this model to be successful, flexibilities need to be provided in how and when language acquisition is taught to students, the daily schedule to potentially group students by language acquisition levels for certain content, and the daily schedule to provide intense language support for new WIDA level 1 students.

In the short term, all students will be able to communicate their understanding of classroom content. In the long term, students will take the knowledge gained from these supportive environments and communicate their understandings to the outside world, which will allow them to develop their global identity. In the short term, teachers will know, plan for, and support the needs of their language learners so that they are able to accurately communicate their content understandings. In the long term, teachers will have a foundational understanding of language acquisition, therefore creating a toolbox of strategies that can be pulled from to meet the language needs within the four domains of
language for all students in all content areas.

**B. Structure/Time and Calendar**

In order to ensure that every student receives what they need to be academically successful, intentional structures need to be in place. The daily and yearly schedules for students and teachers need to be intentional and thoughtful.

**Student Schedules, Teacher Schedule, and Conditions**

**Student Schedules**

Planning the schedules from the students’ perspective was based on making the calendar accommodating for students. Boston values the building of a strong cohesive culture that nurtures the multifaceted needs of children, so several considerations came into play in the creation of a potential student schedule. All students need sufficient time in classes to learn and practice what they have learned. Specific attention was given to the length of the literacy/humanities block, the math block and the language acquisition structure. Intervention structures are also embedded within the student schedule.

The following schedule was devised for **elementary** level students. The second table shows the current schedule.

<table>
<thead>
<tr>
<th>Class</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Breakfast</td>
<td>20</td>
</tr>
<tr>
<td>Literacy/Humanities</td>
<td>150</td>
</tr>
<tr>
<td>Specials</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>40</td>
</tr>
<tr>
<td>Math</td>
<td>100</td>
</tr>
<tr>
<td>Specials</td>
<td>50</td>
</tr>
</tbody>
</table>

Aurora Public Schools Innovation Application – Boston K8
The following schedule was devised for middle school level students. The second table shows the current schedule.

### 2015-16

<table>
<thead>
<tr>
<th>Class</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>15</td>
</tr>
<tr>
<td>Literacy</td>
<td>120</td>
</tr>
<tr>
<td>ELD/ELE</td>
<td>45</td>
</tr>
<tr>
<td>Specials</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>30</td>
</tr>
<tr>
<td>Science/Social Studies</td>
<td>50</td>
</tr>
<tr>
<td>Math</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>405</strong></td>
</tr>
</tbody>
</table>

### 2016-17

<table>
<thead>
<tr>
<th>Class</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Breakfast</td>
<td>20</td>
</tr>
<tr>
<td>Specials</td>
<td>50</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
</tr>
<tr>
<td>Science</td>
<td>50</td>
</tr>
<tr>
<td>Lunch</td>
<td>40</td>
</tr>
<tr>
<td>Math</td>
<td>100</td>
</tr>
</tbody>
</table>

Aurora Public Schools Innovation Application – Boston K8
In addition, for both elementary and middle school levels, the student days in the projected plan are structured as follows:

**Student Day**
7:45am - 3:20pm (Mon, Tue, Thurs, Fri)
8:30am - 3:20pm (Wednesday)

The new student calendar plan is structured in an intentional way based on Boston’s current situation. The Community Breakfast is a dedicated time for cross-grade community building. There will be activities, discussions, and a time for sharing. The literacy/humanities block is an intentional link between literacy and social studies/international studies. It provides students with topics and ideas that can be researched and written about in literacy. A second Special will provide opportunities to explore
electives that are outside of the traditional elective and potentially bring in elements of culture, e.g. African Dance, Karate, Tai Chi, Yoga, which is within the scope of the International Leadership theme as it exposes students to globally diverse disciplines. Increased time for math and literacy in middle school is necessary because these grades have some of our biggest academic gaps and therefore need some of the strongest supports within the classroom. Extra time allows for additional time in class interventions and processing time for students. For the advanced students, it allows for in-depth learning of content. Several details are included in the overall structure/time and calendar plan, which is shared with the others schools in the ACTION Zone. There will be one planning/professional development day per month, and these days are chunked to support families. They are also aligned to the assessment schedule for deep assessment analysis to meet individual student academic needs. In addition, there are three end-of-quarter Report Card reporting days, days added at the beginning of the year to strategically plan for the needs of students, and a late start Wednesday reduction in time to be used for the weekly work of vertical teams and whole school planning.

The schedule includes increased instructional time; students will increase their day from 6.75 hours to 7.58 hours, and overall, students will increase their hours in school by 103, which is 13.6 days.

**Teacher Schedule**

Adjustments have been made to the teacher schedule, partially as a result of the changes made to student schedules, but the duty day will remain at eight hours. Two 50-minute periods will be Specials, and two periods in the week will be dedicated to professional learning communities, specifically designed for analysis of the Teaching/Learning Cycle and data-driven instruction. Plan time is identical to the current model, but it has been reallocated throughout the day. In addition, lunch has a small increase of ten minutes. One day per month will be used as a planning and professional development day. Half the day will involve professional learning and the other half will be used to analyze data and plan appropriately. Part of this time will be taken from the 90-minute late start Wednesday time, moving it to a day that offers more flexibility for teacher planning and professional learning. Parents will receive this information on the first day of school for them to be able to plan for these days. In addition, Boston will work with the Girls and Boys Club to see if they can offer childcare assistance on these days.

**Conditions**

Several conditions need to change for this model to be carried out and successful. Flexibilities have to be given regarding the district calendar, district assessments, teacher planning times and days, licensing for non-academic classes, and potentially transportation if we have students who are bused to school.

**C. Data-Driven Instruction**

Aurora Public Schools Innovation Application – Boston K8
At Boston we will be involved in a rigorous data-driven instruction model in reading, writing, and math. Teachers will assess the learning of their students by using assessments that align with the content skills predetermined by grade level standards using a data-driven instructional model. Teachers will be involved in two-a-week professional learning community, one focused specifically on math and the other on literacy.

**Boston teachers will be involved in a rigorous data-driven instruction model in reading, writing, and math.**

Specific established plans around data-driven instruction are as follows:

- Individual student work will be analyzed and assessed in order to determine next steps for each individual student and next steps for the classroom as a whole.
- Daily and weekly mini-assessments will be conducted to measure students’ mastery of the content.
- Every 5-6 weeks a common formative assessment will be administered, which again will determine students’ next targeted learning.
- Instruction interventions for individuals or groups of students will also be considered at multiple points and could take the form of a targeted small group, computer designed, and/or specific tutoring intervention.
- Each grade level will have two planning periods a day to provide the structure to support this model.
- Monthly Reflection Days will be added to the calendar to dive deeply into individual and school-wide data analysis.

Assessment is an integral part of instruction and the Teaching/Learning Cycle as a whole. Boston will continue to use Acuity, which is the standard interim assessment system in the district. Boston will take advantage of the custom test-building option in Acuity, increasing the flexibility of this option as needed.

The Teaching/Learning Cycle is key in implementing this model. First, clear learning targets are set for the day, week, and five-week cycle. Next, grade levels plan together for effective instruction using different modalities and methods. To determine whether students have succeeded in learning, student assessments, exit tickets, teacher monitoring, quizzes, etc. are implemented. In addition, weekly target assessments such as word problems, writing assignments, and end-of-week quizzes are given. Finally, a five-week, end-of-unit common formative assessment is given. Content is then retaught, if needed, and interventions are initiated.

Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, teachers can make instructional changes aimed at improving student achievement, such as:

- Prioritizing instructional time
- Targeting additional individual instruction for students who are struggling with particular topics
- More easily identifying individual students’ strengths and instructional interventions that can help students continue to progress
- Gauging the instructional effectiveness of classroom lessons
- Refining instructional methods
- Examining school-wide data to consider whether and how to adapt the curriculum based on information about students’ strengths and weaknesses

The three-year timeline for this model entails the implementation of three key areas over three years. For year one, we will implement professional learning communities in Writing and math and develop common formative assessments in each content area. Year two will consist of professional learning communities in Writing/Reading and math and developing common formative assessments in each of these. In year three we will continue to refine the Teaching/Learning Cycle and professional learning communities.

For this model to be successful, there are several conditions that must be met. First, there need to be strong teaching partners in the areas of literacy and mathematics. Second, there needs to be flexibility from the teacher union master agreement to accommodate embedded planning time for teachers and teams and to create a calendar for strategic data/planning days. Finally, we need the ability to create and seek out assessments that target learning and that are transparent, have an easy data analysis format and are aligned to the Colorado Academic Standards.

There are short-term and long-term impacts on students that will result from this model. Creating a robust data-driven process allows students to monitor their own academic growth and gives them clear understandings of the targeted learning for a student in their grade level. This process will prepare students for their next level of education so they are confident in their knowledge and seek clarity in their own academic learning targets. As far as impacts on teachers are concerned, these systems will provide teachers with a team to develop targeted learning goals and monitor student mastery of these goals on a daily and weekly basis. It also provides a structure of highly focused interventions.

D. Supports for Special Populations

Aurora Public Schools recognizes that the Plan to Create an Innovation School Zone will not impact or in any way diminish the schools’ or District’s obligations to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students’ Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students’ Educational Act.

Aurora Public Schools Innovation Application – Boston K8
**Innovation Plans and IDEA**

All innovation plans must be implemented with the Colorado Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.), which itself is intended to “closely align” with IDEA. Under IDEA and state statute, all students with disabilities must be educated in their least restrictive environment. Therefore, any and all plans for implementing innovations will be subject to review by special educators at the school and, if deemed necessary or appropriate, external expertise. Any changes to the individualized education plan (IEP) goals, educational setting, or location of services for students receiving special education services will be made during properly constituted IEP meetings. Parents, guardians, and advocates will be made aware of their procedural rights during such meetings.

**The implementation of specific innovations under the ACTION Zone plans**

As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at any point in time during a transition from a pre-existing service model to an “innovative” model, it is expected that the student’s teachers of record take the necessary steps—up to and including calling for an IEP meeting—to ensure that appropriate modifications, accommodations, or (if necessary) adjustments to the student’s IEP are made, and that the IEP is delivered with fidelity.

**Implications for students educated in district-determined full-time placements**

For students who are currently educated outside of the general education setting within district-determined placements, the school will continue to implement the current IEP with fidelity. However, in accordance with the law, the school will also seek opportunities to educate the student alongside his or her non-disabled peers wherever possible, and will modify IEP’s during properly constituted IEP meetings conducted according to district, state, and federal policy to ensure the student is educated in his or her least restrictive environment.
A. Recruitment and Hiring

Many Boston students have experienced multiple interruptions throughout their educational career in addition to other challenges. This requires masterful staff members to positively impact student growth. To accomplish this feat we need to hire the right staff member at the right time to support our students and dismiss ineffective staff members who are not growing at a rate of urgency that is needed with our population of students. Recruitment will be tied strongly to the innovation plan. Boston’s interview questions will specifically ask how potential staff members will support the plan.

**Hiring and Dismissal Systems**

Boston’s unique demographic makeup calls for a unique hiring process to recruit and maintain a unique group of teachers. Teachers have the greatest impact on student learning as compared to all other factors in a school. It is imperative that Boston employ only Master educators to teach our children. Our students come to us from a wide variety of situations that often present barriers to learning. We need individuals that demonstrate the highest level of effectiveness, ideally teachers who are multilingual and more representative of the demographic makeup of our community. Boston has a high population of students of color, students of poverty, emergent bilinguals, as well as a significant transient population. These are just some of the factors that impact our students. Having a high-quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of a low socio-economic background. If poor children were exposed to great teachers consistently, the achievement gap could disappear.

To address this need, Boston seeks a waiver (please refer to the Waivers section of this application for more details) from current policy regarding non-probationary ineffective staff. Any non-probationary teacher that receives two years of evaluation ratings below Effective will be dismissed.

Year 1: A staff member receives support through observation/feedback from an administrator, teaching partner, teacher leader, and/or other trained staff. A coaching cycle may be implemented to support the staff member. If, at the end of the year, the staff member is evaluated as Partially Effective or Ineffective, he or she will have one more year of support to increase their effectiveness.

Year 2: The staff member receives support as he or she did in the first year. The staff member will be required to participate in a coaching cycle as appropriate to his or her position. If the staff member is evaluated as Partially Effective or Ineffective, he or she will be dismissed and non-renewed from the district.

In a three-year scope, this model requires the development of a systematic process of evaluating...
teachers that aligns to the support systems at Boston during year one. We also need to establish equitable protocols on how to dismiss ineffective teachers. Year two and year three will require us to continue to refine these processes with teacher and staff input.

For this model to be successful, several conditions must be met in the form of flexibilities. Flexibility in the evaluation system itself, from the teacher union master agreement regarding the dismissal process, and from the district classified staff protocol and evaluation system for dismissing ineffective staff members must be given. In addition, flexibility in the hiring timeline to meet the needs of the school as well as in hiring processes for mental health staff, teaching partners, and administration are necessary.

B. Professional Development

At Boston we will establish professional development in order to identify the standards for each grade level and create a trajectory of learning so the content is aligned and built upon each year.

<table>
<thead>
<tr>
<th>Professional Development (Colorado Academic Standards and K-8 Learning Trajectory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will meet in vertical and horizontal teams weekly and biweekly to discuss the standards and what the expectations are at each level. Teachers will determine what proficiency looks like by collecting samples of student work that demonstrates mastery of the standard. As a result of this, teachers will have the knowledge of what is taught at each level and how to differentiate for the diverse needs in their classroom.</td>
</tr>
</tbody>
</table>

The Teaching/Learning Cycle will be central to Boston’s approach. The four steps in the process are as follows:

1. What do students need to know, understand, and be able to do?
2. How will we teach effectively to ensure students learn?
3. How will we know that students have learned?
4. What do we do when students don’t learn or reach proficiency before expectation?

Below is an example of a Learning Trajectory for Math based on the Colorado Academic Standards:
Boston has a low teacher retention rate. Each year brings brand new teachers and new teams. In order to support our new teachers and retain high-performing teachers, we need to provide professional development around grade level standards and the Standards-Based Teaching/Learning Cycle. Our students are not performing on grade level in math, science, and literacy, and our teachers struggle to meet the needs of our diverse learners. Our MTSS process has not been a consistent, effective process that is accelerating students, so our goal is to have a strong system of support. We need to have grade level and vertical planning to support teachers in the trajectory of standards.

The three-year timeline for this model entails the implementation of three key areas over three years. During year one, grade level teams will meet to analyze their standards and plan when and what they will teach throughout the school year. Teachers will meet weekly to discuss how students are performing and what students need to be accelerated or put in intervention. MTSS will be embedded. Teachers will receive professional development around standards progression and what proficiency looks like at each grade level. Teachers will use a focused curriculum that aligns with the grade level standards. During year two, teachers will strategically plan and differentiate grade level lessons using data, which will drive instruction. Structures will be created and time allotted for grade level and vertical teams. By year three, students will receive individualized instruction and will reflect on their learning through student portfolios and student-led conferences. Teachers will plan individualized instruction based on data and student needs.

For this model to be successful, flexibility is needed regarding the teacher union master agreement to accommodate embedded planning time for teachers and teams and to create a calendar to create strategic data/planning days.
There will be impacts on both students and teachers from this professional development model. In the short term all students will be given grade-level instruction that is centered on the grade level standard. In the long term, students will be given individualized instruction. Teachers will become experts on their grade level standards and have an understanding of what proficiency looks like at their grade level in the short term. They will utilize the Standards-Based Teaching/Learning Cycle (What, How, How, What) using a focused curriculum that aligns to their grade level standards. Teachers will also understand the trajectory of learning in a K-8 building. In the long term, teachers will gain the skill set to differentiate their lessons by working in vertical teams. Teachers will be able to determine gaps in learning and plan for individualized instruction.

C. Job-Embedded Supports

**Observation and Feedback Cycle**

One of our school values is to develop excellence within the classroom. We want our students to leave school every day knowing that they have learned something of value and that they are becoming strong scholars. To accomplish this we need to systematically support our teachers in their growth as educators. We will conduct individualized observations and feedback on everything from classroom management to increasing rigor in the classroom. Use of observation/feedback will feed into the evaluation system. Grade level team support in developing lessons and learning targets, including content support and potential coaching (personal and/or content planning) will be employed as well.

Below is a sample of how Boston will schedule observation/feedback cycles (initials are used instead of full names):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Teacher</th>
<th>Obs./Fdbk.</th>
<th>Frequency</th>
<th>Evaluator</th>
<th>Primary Coach</th>
<th>Sec Coach</th>
<th>Planning Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>D</td>
<td>Weekly</td>
<td>K</td>
<td>M</td>
<td>H</td>
<td>1.05-1.55</td>
</tr>
<tr>
<td>1</td>
<td>S</td>
<td>K</td>
<td>Biweekly</td>
<td>K</td>
<td>M</td>
<td>H</td>
<td>1.05-1.55</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>P</td>
<td>Biweekly</td>
<td>K</td>
<td>M</td>
<td>H</td>
<td>1.05-1.55</td>
</tr>
<tr>
<td>2</td>
<td>K</td>
<td>K</td>
<td>Weekly</td>
<td>K</td>
<td>D</td>
<td>M</td>
<td>1.55-2.45</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>K</td>
<td>Weekly</td>
<td>K</td>
<td>D</td>
<td>M</td>
<td>1.55-2.45</td>
</tr>
<tr>
<td>4</td>
<td>O</td>
<td>D</td>
<td>Weekly</td>
<td>R</td>
<td>P</td>
<td>H</td>
<td>10.00-10.50</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>P</td>
<td>Biweekly</td>
<td>R</td>
<td>P</td>
<td>H</td>
<td>10.00-10.50</td>
</tr>
<tr>
<td>4</td>
<td>J</td>
<td>R</td>
<td>Weekly</td>
<td>R</td>
<td>P</td>
<td>H</td>
<td>10.00-10.50</td>
</tr>
</tbody>
</table>
Why Feedback/Observation?

Feedback is one of the most powerful influences on learning and achievement. The term “feedback” is used to describe the helpful information or criticism about prior actions or behavior from an individual, communicated to another individual who can use that information to adjust and **improve current and future actions and behaviors**. An observation/feedback system provides timely feedback with tangible action steps to support educators on a personal scale. This model directly parallels effective instruction strategies used with students.

Why Content Coaching?

Having coaches in both literacy and math will enable educators to solicit support in both content areas. Many of our elementary teachers instruct in literacy and Math, so instructional support in both of these areas is important. The primary coach could do personal coaching with a teacher and/or work with the grade level team in support of developing differentiated and rigorous lessons. A secondary coach would only work with the grade level as a whole group.

As far as the timeline is concerned, during year one first year teachers would participate in weekly observation/feedback sessions. All other teachers will be on a different cycle, which may include biweekly sessions. During years two and three, first year teachers will participate in weekly observation/feedback sessions. All other teachers will be on a biweekly observation/feedback session schedule.

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**Aurora Public Schools Innovation Application – Boston K8**
For this model to be successful, flexibility from the teacher union master agreement to reallocate planning structures within a single day and within the year is necessary. In addition, flexibility from the teacher union master agreement and the state evaluation system is needed to allow observation/feedback as a way for teachers to demonstrate effectiveness.

The short-term and long-term impacts on students are as follows: Embedding strong support for teachers’ effectiveness will increase the stability of teachers so students will have consistent teaching and opportunity to build long-term relationships with caring adults. Students will also benefit directly from observation/feedback and content coaching. Students will have targeted learning goals and timely interventions when they don’t understand concepts. Teachers will have support structures to aid in their growth as professionals. They will receive real-time feedback that will impact their teaching effectiveness immediately. The grade level coaching will result in deep planning that is differentiated to meet students’ academic needs.
A. Budget and Policy

1. School budget and funding streams

All applicants are required to submit the school’s prior year budget and a proposed budget, including funding for all innovations to be implemented. This budget should include all costs associated with innovations, including any staffing costs, and information about any local, state, federal, or private funds the school anticipates receiving. Budgets can be submitted as a separate attachment in Excel or PDF format.

Summary Budget:

<table>
<thead>
<tr>
<th>School Name: Boston K-8 School</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td>402</td>
<td>419</td>
<td>420</td>
<td>420</td>
<td>420</td>
</tr>
<tr>
<td><strong>Per Pupil Revenue</strong></td>
<td>6535</td>
<td>6770</td>
<td>7007</td>
<td>7322</td>
<td>7725</td>
</tr>
<tr>
<td><strong>State &amp; Federal Grant Funds</strong></td>
<td>274500</td>
<td>274,500</td>
<td>274,500</td>
<td>274,500</td>
<td>274,500</td>
</tr>
<tr>
<td><strong>Other Sources (i.e. savings from actuals v. averages)</strong></td>
<td>107000</td>
<td>75,000</td>
<td>50,000</td>
<td>25,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>3,008,570</td>
<td>3,186,130</td>
<td>3,267,440</td>
<td>3,374,740</td>
<td>3,519,000</td>
</tr>
<tr>
<td><strong>Instructional Salaries &amp; Benefits</strong></td>
<td>2,286,901</td>
<td>2,447,326</td>
<td>2,517,040</td>
<td>2,611,511</td>
<td>2,741,623</td>
</tr>
<tr>
<td><strong>Instructional Services / Supplies</strong></td>
<td>69,802</td>
<td>70,500</td>
<td>71,910</td>
<td>74,067</td>
<td>77,030</td>
</tr>
<tr>
<td><strong>Other Instructional Expenses</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Instructional Expenditures</strong></td>
<td>2,356,703</td>
<td>2,517,826</td>
<td>2,588,950</td>
<td>2,685,578</td>
<td>2,818,653</td>
</tr>
<tr>
<td><strong>Supporting Services Salaries &amp; Benefits</strong></td>
<td>619,873</td>
<td>635,990</td>
<td>645,530</td>
<td>655,212</td>
<td>665,041</td>
</tr>
<tr>
<td><strong>Other Supporting Services Expenses</strong></td>
<td>31,994</td>
<td>32,314</td>
<td>32,960</td>
<td>33,949</td>
<td>35,307</td>
</tr>
<tr>
<td><strong>Total Supporting Services Expenditures</strong></td>
<td>651,867</td>
<td>668,304</td>
<td>678,490</td>
<td>689,162</td>
<td>700,348</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>3,008,570</td>
<td>3,186,130</td>
<td>3,267,440</td>
<td>3,374,740</td>
<td>3,519,000</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td>-</td>
<td>(0)</td>
<td>(0)</td>
<td>0</td>
<td>(0)</td>
</tr>
</tbody>
</table>

Student change          1.24%  4.23%  0.24%  0.00%  0.00%
Inflation               1.80%  2.60%  1.50%  1.50%  1.50%
Other increase          0.00%  1.00%  2.00%  3.00%  4.00%

1) SFA increases generally by inflation; recently at-risk funding (Free & ELL) reduced unexpectedly. Therefore, inflation is used as the best metric with unknown statutory and regulatory risks. Other sources will decrease as more revenue is given directly to schools. Other sources assume a district level funding for start-up costs of the zone schools. Potential downside to number of students exists for opening of new public charter schools.

2) Current TIG grants; however, no additional resources are currently expected in the plan.

3) N/A, this budget does not anticipate other grants other than Title and TIG.

4) The budget anticipates start-up costs in other supporting costs and excess tech refreshes by 2020-21. If allowed, some expenditures will be underspent to build reserves for larger one-time purchases.
## Expected Outcomes: Improvement in Academic Achievement

<table>
<thead>
<tr>
<th>1. School performance goals and performance monitoring.</th>
</tr>
</thead>
</table>

### School Performance Goal:

Boston K8 is confident that through quality implementation of the models described in this plan, we will dramatically impact our CDE School Performance Framework (SPF) rating year to year. The table below outlines our annual targets with a big goal of exiting priority improvement status by year 3.

### Performance Management:

Both the Office of Autonomous Schools and the individual ACTION Zone schools will have significant roles in managing the performance of the schools and the Zone. Staff from the Office of Autonomous Schools will play a significant, ongoing role in working with the Division of Accountability and Research, the Division of Equity in Learning, and the district’s chief technology officer to ensure that Zone initiatives are well-managed using district systems so that district-wide local, state, and federal reporting systems are able to be implemented as efficiently as possible.

### Participation in Zone-wide performance management activities

While the ACTION Zone schools will receive a number of performance management services from the ACTION Zone in order to promote further outcome attainment and more economical use of resources, each school maintains a high degree of accountability and responsibility for implementing performance management systems at each school.

### Individual school initiatives

While all ACTION-Zone-wide innovation plan initiatives will be “rolled up” and included in Zone- and District-wide accountability reporting (where applicable), there will be a number of school-specific initiatives operating throughout the zone at any given time. Some of these initiatives will predate the innovation plan, while others will result from the plan or new opportunities for the school. Schools will report on these initiatives to their Instructional Leadership Team, any subcommittees, or others who are delegated the responsibility for monitoring implementation of such initiatives.

### Student achievement data tracking at the school level

Each school, in keeping with the “pillar” of data-driven, student centered instruction, will implement a robust suite of assessments to track student learning and guide instructional practice. The schools in the Zone will use the district’s Acuity system as the basis for their interim assessment system. Using the system’s suite of exam item authoring and uploading tools, the ACTION Zone schools can adapt test items to incorporate high quality exam items that include International Leadership relevant content.

In addition to using the district’s Acuity platform, the schools will also base their data driven instruction cycles on the work of Paul Bambrick-Santoyo, author of Driven by Data and Leverage Leadership. The current principal at Boston K8, Ruth Baldivia participated in the Relay Graduate School National Principals Academy Fellowship (NPAF), which provided her with an ample knowledge base upon which to build the Boston K8 data driven assessment cycles. Additionally, the Director of Innovation will work with school leaders to ensure that both the interim assessment systems, data meanings, common planning time, and individual teacher follow-up actions will be implemented with fidelity to the Relay model unless and until the districts augment or replace this system with a comparable program that is a
better fit for the ACTION Zone.

### School Performance Targets

<table>
<thead>
<tr>
<th>Year 1</th>
<th>2016-17</th>
<th>Expected Overall SPF % Rating and Performance Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>50.5% Improvement Status</td>
</tr>
<tr>
<td>Year 2</td>
<td>2017-18</td>
<td>54.5% Improvement Status</td>
</tr>
<tr>
<td>Year 3</td>
<td>2018-19</td>
<td>59.0% Performance Status</td>
</tr>
<tr>
<td>Year 4</td>
<td>2019-2020</td>
<td>63.50% Performance Status</td>
</tr>
</tbody>
</table>
Conditions Necessary for Innovation: Waivers

SUMMARY OF REQUIRED CHANGES

Boston K-8 seeks specific conditions necessary to support and implement the innovation plan in order to address the specific needs of its school community.

Boston K-8 is one of sixteen schools in Aurora Public Schools in Priority Improvement accreditation status and has been so consecutively since 2010-11. Only one school in the district – Aurora Central High School – has been in this status longer than Boston. The School Design Team, with assistance from Mass Insight and APS’s Zone Design Team, recognizes the academic gains Boston needs and has identified the unique challenges of the school.

Boston has one of the highest student mobility rates in Aurora Public Schools: 33 percent. In addition, the school has experienced substantial staff turnover over the last several years, with a current teacher retention rate of less than 50 percent. Nearly a third of staff are new as of the 2015-16 school year: the principal and assistant principal, seven teachers, three teaching partners, four paraprofessionals/educational assistants, and clerical and community corps liaison staff. Only seven of Boston’s teachers have been at the school for at least three years. Boston continues to score in the 1st to 10th percentile of schools in Colorado in reading, writing, math and science. The school had been in the Priority Improvement accreditation status for four school years as it entered 2015-16, and this status led to the school applying for and receiving a TIG in fall of 2015. In addition to the above mentioned data, attendance at school events is low, and this lack of participation reflects the general need for community involvement, which can impact students in a holistic way, including academically. This need is specifically addressed in the Family & Community Outreach & Engagement performance challenge. In short, deep academic gains are needed at Boston, and the innovation process provides the flexibilities necessary to meet this need.

Boston is one of five schools in APS’s first ACTION Zone, which represents some of the Central High School group of feeder schools. All schools in the ACTION Zone are applying for innovation status in the effort to collectively transform the community’s schools by developing and operating new school designs and creating innovative, targeted models for change. The models under innovation will be strengthened by the continuation and update of technological tools that support Boston’s students and families. Boston specifically has established its core values, mission statement, performance challenges, and root causes in order to address the specific needs and improvement strategy for the school. This strategy is described in more detail in the Need for Innovation and Proposed Model for Innovation sections of this application. The five performance challenges identified for Boston are as follows:

● Accountability
● School Culture
● Structure/Time and Calendar

Aurora Public Schools Innovation Application – Boston K8
The Family & Community Outreach & Engagement performance challenge is a critical piece in the effort towards improving Boston academically. This model will transition Boston into a sort of community center that serves as a welcoming hub for teaching and learning for all: students, community members, and staff. Teachers at Boston recognize the value in offering reciprocal education where neighborhood families, staff, students and external organizations have the opportunity to learn from and teach one another both academically and culturally. The diversity of Boston’s community, while presenting challenges for the school, also presents unique opportunities through the strength of interpersonal and cultural exchange. Success in Family & Community Outreach & Engagement can increase the academic success of students since it is a reflection of the values behind some of the Colorado Academic Standards, a critical piece in serving a student population with a wide range of backgrounds and home life situations, and a strategy that has garnered community and district support, especially considering the central theme of the ACTION Zone: International Leadership. The ACTION Zone is currently partnered with Asia Society to support implementation planning of the International Leadership theme.

Official innovation status can give Boston the opportunity to implement a thorough redesign. The current structure of the school can only lead to incremental growth, whereas deep gains need to be made and can only be achieved through an innovation process. The new principal has worked closely with the community to identify three key levers for change that will help drive school turnaround and that are aligned with key components of the plan for innovation: strong observation and feedback cycles, data-driven instruction, and building a positive, learning-centered school culture. These factors, along with the Root causes and performance challenges identified in the planning process for Innovation, serve as the foundation for improving the school’s culture and academic levels of achievement.

In order for Boston’s innovation plan to be successful, certain conditions, flexibilities, and waivers are necessary. Most flexibilities Boston is seeking are those which would come from Aurora Public Schools itself. Flexibility and autonomy are being requested in regards to the district calendar, teacher planning time and days, curriculum and pacing guides, assessments, the hiring process, and budget autonomy and support. Details regarding shared Zone flexibilities and economies of scale can be found in the accompanying APS Zone Document.

| Boston K-8 will comply with all waived statutes and policies and will be accountable for positive results. |
| The innovation school shall comply with the intent of the waived statutes or rules and shall be accountable to the state for such compliance. The school has detailed Expected Outcomes: Improvements in Academic Achievement that will be used to monitor the effectiveness of the plan while continuing to comply with all federal, state and district regulations. |

Aurora Public Schools Innovation Application – Boston K8
Additionally, in order to implement the International Leadership ACTION Zone effectively so that both the student achievement and school improvement goals are accomplished, APS is developing an Office of Autonomous Schools. This office, which will have oversight over both charter schools and the Zone schools, will be located within the office of Accountability and Research. This will allow for more efficient and effective design and delivery of the performance management structures necessary to report on progress to the State Board, the CDE, and Aurora community stakeholders while also providing schools with the data necessary to course-correct as challenges inevitably occur. Additional details about the Zone and Zone management can be found in the accompanying APS Zone Document.

The school will continue to comply with NCLB Title II-A requirements (for districts receiving Title II-A funding). All staff will be appropriately qualified, and all core content staff will be licensed and highly qualified pursuant to the Federal ESEA Act.

Dispute Resolution

*Boston K8 accepts that the Articles that remain in effect will continue to be subject to the grievance provisions of the Master Agreement. Boston will develop its own dispute resolution process to respond to concerns that are exempt from the Master Agreement.*

**Internal Appeals Process**

A. The Instructional Leadership Team (ILT) shall collaboratively develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at the Innovation School to address concerns which are capable of being addressed under the terms of the IAP.

B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Innovation School as specifically set forth in the application and/or written decisions of the ILT have been violated or misapplied.

C. If an Innovation School cannot agree on an IAP, the process set forth below shall be deemed to be the IAP at that school.

D. Every Innovation School employee shall receive a written copy of the IAP.

E. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Innovation School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.

F. This IAP shall be used at Innovation Schools only under the circumstances stated in the section above. A "complaint" for purposes of this IAP is defined as set forth in section above. A "day", for purposes of the time lines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.
The Steps of this IAP are as follows:

1. **Informal Meeting Between the Grievant and School Leaders:** Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leaders, to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.

2. **Second Meeting, With Association Representative Included:** If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the Association Representative for the site or designated representative of the aggrieved employee, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the Association Representative to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the Association Representative or designated representative of the aggrieved employee may be personally affected by the outcome, and there is no designated co-representative, the matter shall automatically proceed to the next step.

3. **Third Meeting: ILT:** If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Boston ILT. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Superintendent and AEA President as outlined in above.

### A. DISTRICT POLICY WAIVERS

**Boston K-8 seeks specific District Policy Waivers and Flexibilities necessary to effectively support and implement the innovation plan.**

For each district policy from which the school requests a waiver, the table below includes a policy summary, rationale for innovation, and policy replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- GCE/GCF: Professional Staff Recruiting/Hiring
- GCK: Professional Staff Assignments and Transfers
- GDJ: Classified Staff Assignments and Transfers
- GCFC: Professional Staff Licensing and Credentialing
- GCB: Professional Staff Contracts and Compensation
- GDQD: Discipline, Suspension and Dismissal of Classified Employees
Request for Waivers from District Policy

<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 for which s/he is licensed and meets other stated requirements.</td>
<td></td>
</tr>
<tr>
<td>Background Checks</td>
<td>Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant’s fitness for employment.</td>
<td></td>
</tr>
<tr>
<td>Hiring</td>
<td>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the Superintendent and chief personnel officer.</td>
<td></td>
</tr>
<tr>
<td>Appointment of Candidates</td>
<td>Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Superintendent and chief personnel officer shall submit a new recommendation to the Board for approval.</td>
<td></td>
</tr>
<tr>
<td>GCE-GCF-R:</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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 recruit and select staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting</td>
<td>Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel 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. The superintendent will retain authority over recruitment and hiring decisions for school principals.</td>
</tr>
<tr>
<td>Hiring</td>
<td>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the 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. The superintendent will retain authority over recruitment and hiring decisions for school principals.</td>
</tr>
<tr>
<td>GCE-GCF-R:</td>
<td>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. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).</td>
</tr>
</tbody>
</table>

<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:</td>
<td></td>
</tr>
</tbody>
</table>

Aurora Public Schools Innovation Application – Boston K8
Rationale for Innovation
To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

Replacement Policy
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. The school will have the authority to determine which staff are contributed to the district hiring pool.

District Policy
GDJ: Classified Staff Assignments and Transfers

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

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

Rationale for Innovation
To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

Replacement Policy
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.

District Policy
GCFC – Professional Staff Licensing and Credentialing

Policy Language/Summary
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 experiencing. The Superintendent of Schools may designate other positions for which the incumbent must have previous teaching experience. Exceptions to these minimum qualifications for administrators may be made by the Superintendent of Schools: a. For applicants who lack the required professional license and/or degree, but who are pursuing a program leading to its completion; and/or b. When a position warrants special expertise, the district may request the Colorado Department of Education to issue the applicant emergency authorization.

Rationale for Innovation

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

Replacement Policy

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. Any non-licensed staff will be hired under the established hiring process at the innovation school.

District Policy

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

**Policy Language/Summary**

**CONTRACTED EMPLOYEES**

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

**NON-CONTRACTED EMPLOYEES**

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

**NON-PROBATIONARY TEACHER**

A non-probationary teacher is defined as a teacher who has received a performance evaluation rating of effective for three consecutive years and has been re-employed for the succeeding school year. Two consecutive ratings below effective shall result in the loss of non-probationary status.

In accordance with state law, a teacher who obtained non-probationary status in another Colorado school district is not automatically granted non-probationary status when he or she is hired by the Aurora Public Schools. Rather, a teacher may be granted non-probationary portability only if the teacher submits a request to the Division of Human Resources within 30 days of hire. This request must include confirmation of the prior two consecutive year’s evaluation ratings of at least “effective” and evidence of the teacher’s student academic growth data for the same two consecutive years.

The district shall determine, in its sole discretion, whether the documentation shows evidence of teacher effectiveness and student academic growth. The district shall make its determination of teacher effectiveness and student academic growth based upon the district’s licensed personnel performance evaluation system and the district’s measures of student academic growth.

If the district determines the documentation shows the required teacher effectiveness and student academic growth, the district shall grant non-probationary status to the teacher.

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 amend the process for nonprobationary dismissal. Boston K-8 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.

**NON-PROBATIONARY TEACHER**

A non-probationary teacher is defined as a teacher who has received a performance evaluation rating of effective for three consecutive years and has been re-employed for the succeeding school year. Two consecutive ratings below effective shall result in the loss of non-probationary status and the release of the teacher from the school to conduct their probationary year at another district school. A non-probationary teacher with two consecutive evaluation ratings of less than effective may not be eligible to continue work at Boston K-8 and may be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.

**GDQD: Discipline, Suspension and Dismissal of Classified Employees**

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

**III. NOTICE**

A. Prior to taking any disciplinary action against an employee (or as soon thereafter as is practicable), except in the case of reprimands, the employee will be provided the reasons for the disciplinary action. B. In a situation where an employee's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting any phase of the District's operation, or in cases where the employee is absent from the
job, the employee may be immediately suspended and provided with the reasons within a reasonable time.

IV. REPRIMANDS AND SUSPENSIONS OF UP TO THREE DAYS

A. A supervisor is authorized to issue written reprimands and to suspend an employee with or without pay for up to three workdays. V.

SUSPENSIONS OVER THREE DAYS

A. A supervisor may recommend to the division head and to the Chief Personnel Officer or designee, that an employee be suspended for longer than three days. If such recommendation is approved, the employee will be so advised in writing within a reasonable time. VI.

DISMISSAL

A. The superintendent and the chief personnel officer shall each have the power to accept the resignation or retirement of any employee. A recommendation for dismissal of an employee may be made to the Chief Personnel Officer by the employee’s principal, 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. B. Within 10 workdays after receipt of the written notice, the employee may file a grievance and it will be processed in accordance with the Class II grievance procedure. Probationary employees are not eligible to file grievances.

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.

The school has the authority to compose and implement regulations relating to the suspension, discipline and termination of classified employees. Such regulations shall be designed to treat employees fairly while at the same time maintain a productive and efficient workforce.

Classified staff may be dismissed from the school after one year of ineffective performance. Classified staff will engage in mid-year performance conversations with their supervisors and/or school leadership, and if performance continues to be ineffective, the staff member may be dismissed from the school at the end of the year.

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.

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.

In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any
cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.

The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved through the innovation plan.

<table>
<thead>
<tr>
<th>District Policy</th>
<th>ID: SCHOOL DAY (id)</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
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<td>As stated in C.R.S. 22-32-109(n)(l), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation].</td>
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<td></td>
<td>Half-day kindergarten: 450 hours per school year</td>
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<tr>
<td></td>
<td>Full-day kindergarten: 900 hours per school year</td>
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<tr>
<td></td>
<td>Grades one through five: 990 hours per school year</td>
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<td></td>
<td>Grades six through eight: 1080 hours per school year</td>
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<td>C.R.S. 22-32-109(n)(l)(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>
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<td>Half-day kindergarten: 435 hours per school year</td>
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<td></td>
<td>Full-day kindergarten: 870 hours per school year</td>
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<tr>
<td></td>
<td>Grades one through five: 968 hours per school year</td>
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<td></td>
<td>Grades six through eight: 1056 hours per school year</td>
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<td>ID indicates the district’s minimum school day length requirements.</td>
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<td>Half-day kindergarten shall be two hours and forty-five minutes long.</td>
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<td>Full-day kindergarten shall be six and one-half hours long, exclusive of lunch.</td>
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<td>Elementary school (grades 1 through 5) shall be six and one-half hours long, exclusive of lunch.</td>
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<tr>
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<td>Grades 6-8 shall be six and one-half hours long, exclusive of lunch.</td>
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<tr>
<td>Extension of Elementary and K-8 School Day</td>
<td>Teachers may use recess and before/after school time in order to provide extra help to students and to enforce the proper management of their classes and appropriate student behavior. Teachers may not use recess and before/after school time when, in the best judgment of the principal or designee, this practice would be detrimental to the safety or well-being of the students. Teachers may extend a student's school day for up to 15 minutes before or after the normal school day without parent permission or prior parent notification. However, the teacher will make a reasonable effort to notify the parent prior to the extension. Teachers may extend a student's school day for more than 15 minutes before or after the normal school day only if prior parent permission has been obtained. Teachers will notify the office prior to extending a student's school day beyond the 15 minutes.</td>
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</table>
Teachers may not cause a student who is transported by school bus to miss a bus without prior arrangements for the parent to transport the student. Teachers who choose to extend the student's day during recess or before/after school will be responsible for providing for the supervision of the student during the extension. Schools shall provide notice to parents of the District school day policy and regulation through the school calendar, newsletters, handbooks, parent meetings, etc.

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 APS District Policy ID to determine its own school year and school day calendar.

Replacement Policy

In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.

The school day adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. Information regarding impact on teacher working conditions from changes to the length of the school year or student school day is detailed in the waiver for Article 13 of the AEA Master Agreement.

District Policy

III/JK: TEXTBOOK SELECTION AND ADOPTION/ SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (III/JK)

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
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.

Replacement Policy

I. School leadership, in collaboration with the ILT and any delegated staff leadership committee, will have 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 additional 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.

**Procedure for Making Changes to Existing Policy**

Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.

As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1\textsuperscript{st} of the current school year, with the exception of implementation year one (2016-2017).

The ILT staff committee designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any instructional material for any course of instruction will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

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

**Policy Language/Summary**

**District Assessment System**

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

Additional Assessment Information for Parents/Guardians

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

### Classroom Assessment System

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

### Student progress communication to parents/guardians

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

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

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

### IKA-R: Grading System

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

### Rationale for Innovation

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

### Replacement Policy

School leadership, in collaboration with the ILT and any delegated staff leadership committee, will have the authority to develop and adopt basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to classroom assessment and grading systems, it will default to the existing district-adopted systems.

As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).
The ILT staff committee designated to provide governance over any changes to classroom assessment and grading systems will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any classroom assessment and grading systems will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.
B. STATE STATUTE & RULES WAIVERS

Boston K-8 seeks specific State Statute Waivers and Flexibilities necessary to effectively support and implement the innovation plan.

Boston K-8 acknowledges that Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act. ¹ For each state statute from which the school requests a waiver, the table below includes a statute summary, rationale for innovation, and statute replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- C.R.S. 22-32-109(1)(f)
- C.R.S. 22-63-206
- C.R.S. 22-63-201
- C.R.S. 22-63-402
- C.R.S. 22-63-301
- C.R.S. 22-63-302
- C.R.S. 22-9-106
- C.R.S. 22-32-109(1)(n)(I)
- C.R.S. 22-32-109(1)(n)(II)(A)
- C.R.S. 22-32-109(1)(n)(II)(B)
- C.R.S. 22-32-109(1)(t)

<table>
<thead>
<tr>
<th>State Statute</th>
<th>Statute Description</th>
<th>Area of Impact: Talent Management – Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay [109]</td>
<td>In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school.</td>
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<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 (interacts with 22-63-201 &amp; 22-63-206).</td>
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<tr>
<td>Replacement Policy</td>
<td>Pursuant to state law, the APS board will delegate decision-making authority related to selection of school personnel and determination of compensation to the innovation school. The principal, in collaboration</td>
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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.

Aurora Public Schools Innovation Application – Boston K8
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.

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. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).

The superintendent will retain authority over recruitment and hiring decisions for school principals.

<table>
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<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>
<tbody>
<tr>
<td>Statute Description</td>
<td>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</td>
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<td>(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.</td>
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<td>(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.</td>
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<td>(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.</td>
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<td>(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.</td>
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State Statute

C.R.S. 22-63-206 Local board duties concerning school calendar (206)

Area of Impact: Talent Management – Staff Transfers

Aurora Public Schools Innovation Application – Boston K8
**Rationale for Innovation**

To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers (interacts with 22-32-109(1)(f) & 22-63-201).

**Replacement Policy**

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. The school will have the authority to determine which staff are contributed to the district hiring pool.

**State Statute**

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**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**

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. Any non-licensed staff will be hired under the established hiring process at the innovation school.

**State Statute**

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<tr>
<td>Statute Description</td>
<td>Rationale for Innovation</td>
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<tr>
<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>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. A waiver to C.R.S. 22-63-402 is required to pay any non-licensed teaching staff hired for non-core subjects.</td>
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<tr>
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<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>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.</td>
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<tr>
<th>Replacement Policy</th>
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<td>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.</td>
<td>Two consecutive ratings below effective shall result in the loss of non-probationary status and the release of the teacher from the school to conduct their probationary year at another district school. A non-probationary teacher with two consecutive evaluation ratings of less than effective may not be eligible to continue work at Boston K8 and may be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.</td>
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(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the
### Description

manner prescribed by subsections (2) to (10) of this section.

(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.

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

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

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

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

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

(8) The chief administrative officer shall have the burden of proving that the recommendation for the
dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was
made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for
dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to
the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-
106. The hearing officer shall review the evidence and testimony and make written findings of fact
thereon. The hearing officer shall make only one of the two following recommendations: The teacher be
dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any
conditions on retention. The findings of fact and the recommendation shall be issued by the hearing
officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said
teacher and to the board.
(9) The board shall review the hearing officer’s findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer’s findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer’s recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer’s findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher’s local file.

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

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

<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>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. Two consecutive ratings below effective shall result in the loss of non-probationary status and the release of the teacher from the school to conduct their probationary year at another district school. A non-probationary teacher with two consecutive evaluation ratings of less than effective may not be eligible to continue work at Boston K8 and may be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.</td>
</tr>
<tr>
<td>Statute Description</td>
<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. (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.</td>
</tr>
<tr>
<td>Rationale for Innovation</td>
<td>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.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>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</td>
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</table>

Aurora Public Schools Innovation Application – Boston K8
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. Staff members assigned to non-administrative evaluators must agree to informal observations by non-administrative evaluators. Pursuant to state regulations, evaluators will receive evaluation training but will not be required to hold a state administrator license. As part of the school’s feedback-observation cycle staff and will receive regular informal observations. Observer and teacher must mutually agree to officially document informal observation as part of evaluation system. All formal observations will be conducted by an administrative evaluator.

Any changes to teacher performance evaluation systems will be detailed in AEA Master Agreements Article 36. The superintendent will retain authority over performance evaluation systems for school principals.

<table>
<thead>
<tr>
<th>State Statute</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar (109)</td>
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</tbody>
</table>

(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

In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school 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 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.

<table>
<thead>
<tr>
<th>Statute</th>
<th>22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statute Description</td>
<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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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)(II)(A) to determine its own school year and school day calendar.

Replacement Policy

In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school 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 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.

<table>
<thead>
<tr>
<th>Statute</th>
<th>22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar</th>
<th>Area of Impact: Calendar and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statute Description</td>
<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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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)(II)(B) to determine its own school year and school day calendar.

In accordance 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. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following 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 input from parents and teachers prior to scheduling the dates for staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of not less than thirty days.

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

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

In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee 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.

Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.

As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).

The ILT staff committee designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any instructional material for any course of instruction
C. COLLECTIVE BARGAINING AGREEMENT WAIVERS

Boston K-8 seeks select changes to the working conditions outlined in the collective bargaining agreement necessary to effectively support and implement the innovation plan.

Boston K-8 acknowledges that, with limited exceptions, Innovation Schools may request waivers from district negotiated collective bargaining agreements. For each article of the AEA Master Agreement from which the school requests a waiver, the table below includes an article summary, rationale for innovation, and article replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- **Article 19: Teacher Transfers** - To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers. Boston K-8 requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.

- **Article 20: Reduction in Force** - 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. Boston K-8 requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.

- **Article 1: Definitions** - 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, 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.

- **Article 36: Performance Evaluation** - 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 to ensure teachers receive frequent and actionable feedback in order to improve instruction for students. To ensure that students engage with the most-effective instructional staff at all times, the school will initiate dismissal for staff rated ineffective for two consecutive years.

- **Article 13: Teacher Duty Day and Teaching Hours** - To effectively implement the innovation plan, the school requires increased flexibility around scheduling and use of time. The length of the student school day will increase by 45 minutes, which will increase teacher “contact time,” but
will not increase the teacher duty day. Teacher collaborative and independent planning time will be organized and protected to accommodate this.

<table>
<thead>
<tr>
<th>CBA Article/Section</th>
<th>Article 19: Teacher Transfers</th>
<th>Area of Impact: Talent Management – Staff Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General Considerations</td>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<td></td>
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<tr>
<td>B. Voluntary Transfers</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>C. Involuntary Transfers</td>
<td>1. Teachers shall not be assigned without their consent to any position outside their areas of professional competence. (2014)</td>
<td></td>
</tr>
<tr>
<td>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,</td>
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</tbody>
</table>
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

To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in
Innovation

alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.

Replacement Policy

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.

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.

CBA Article/Section

Article 20: Reduction in Force

Area of Impact: Talent Management - Staff Transfers

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)

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. Boston K-8 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.

### 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. Boston K-8 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

6. In the event of a reduction in force, 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 principal, in collaboration with the leadership team will have the authority to determine which personnel are contributed to the district pool in accordance with the innovation plan. Considerations may include performance evaluations and effectiveness, length of service in the school and school district, education and licensing endorsements, and other professional qualifications.

### CBA Article/Section

<table>
<thead>
<tr>
<th>Article 1: Definitions</th>
<th>Area of Impact: Talent Management – Teacher Hiring and Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Summary</td>
<td>The terms “teachers” and “teaching staff” shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special</td>
</tr>
</tbody>
</table>

Aurora Public Schools Innovation Application – Boston K8
<table>
<thead>
<tr>
<th>Rationale for Innovation</th>
</tr>
</thead>
<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 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Replacement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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, in alignment with the school's hiring practices, and in collaboration with the leadership team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. General Considerations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. All teachers will be evaluated annually. (2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principal's' designee as outlined below. (2014)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
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<tr>
<td>B. Observations:</td>
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</tr>
<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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<tr>
<td>INFORMAL</td>
<td></td>
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<tr>
<td>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)</td>
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<tr>
<td>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)</td>
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</tbody>
</table>
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**

**A. General Considerations**

1. All teachers at the school will be evaluated annually.

**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 will be observed formally a minimum of one time per year and will be observed informally a minimum of five times per year. Observations will be conducted by an administrative evaluator, unless otherwise agreed upon by the staff member to be observed and the school leadership.

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 five times per year.

Evaluation timelines and details will be determined by school leadership and shared with staff each year prior to the upcoming school year.

9. Within one week 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.

10. Additional informal observations may occur within a week of another informal observation to provide teachers with increased support and feedback.

**D. Ineffective Performance**

Two consecutive ratings below effective shall result in the loss of non-probationary status and the release of the teacher from the school to conduct their probationary year at another district school. A non-probationary teacher with two consecutive evaluation ratings of less than effective may not be eligible to continue work at Boston K-8 and may be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.
## 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 Policy
TEACHER DUTY DAY
1. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with the ILT and any delegated staff leadership committee, will determine the following year’s school calendar and the length of the student school day by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for 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 school work time. 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 level may be required to have more than an average of five (5) classes per day, averaged over a quarter.
b. If an elementary and/or K-8 teacher agrees to exceed the 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
11. Teachers in K-8 and P-8 schools shall have 75 minutes of daily noncontact time during the duty day. By action of the principal in collaboration with the instructional leadership team, individual elementary schools may determine these blocks of time. Such time shall be utilized for teacher determined planning or preparation. The process for establishing non-contact time will coincide with the process for developing the school calendar as detailed above. Principals, in collaboration with the instructional leadership team, 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 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.

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
Date: October 8, 2015

We, the leadership team of Boston K8, agree with and support the application for Innovation Status put forth by the school design team. The plan was created in conjunction with our input, as well as input from other stakeholders, and we endorse the plan with our full support.

Ruth J Baldivia, Principal

Kara Kloberdanz, Assistant Principal
School Accountability Committee

Date: February 23, 2016

Dear APS School Board:

We, the School Accountability Committee (SAC) for Boston K8, are writing to

express our support for the Boston K8 application for Innovation Status.

As members of the SAC, we believe that seeking Innovation School Status will provide our

school with the flexibility to design instructional models that can meet the needs of all students

in our school community as well as provide other flexibilities the school may wish to exercise.

The plan was created in conjunction with our input, as well as other stakeholders, and as SAC

members we are fully supportive in Boston K8 efforts to obtain Innovation

Status. Please do not hesitate to contact the SAC members with any questions or concerns
that may arise.

(Lindsay Richardson) 5th grade teacher

(Lafe Fur) 6th grade teacher

(Patton) Kinder teacher

(Erin Kiley) 4th grade teacher

(Sarah B.) 7th grade art teacher

(Beth Eldridge) ELA teacher leader

(Math Teaching Partner)
Denise C. Schmersal  Literacy Teaching Partner

Harley Archie  3rd grade teacher

Emily Delaino  1st Grade Teacher

[Signature]  principal

[Signature]
Boston K8 Innovation Design Voting Procedures – 2-24-16

The Voting Committee shall consist of one administrator, one Association Representative and one Classified employee.

The vote will be conducted by secret ballot.

A signature page representing the building staff shall be created and each staff member will sign to affirm both the receipt and submission of a ballot.

Sample ballot:

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Teacher</th>
<th>Classified</th>
</tr>
</thead>
</table>

I agree to the innovation design plan as presented.

☐ YES  ☐ NO

The Voting Committee will count the ballots and determine the percentage of approval by employee group.

The percentage required to move the school to Innovation Status is 50% for all staff and 60% of licensed staff. Licensed staff means all licensed staff that is assigned 50% or more to the building. Licensed staff excludes those licensed staff that have submitted a resignation and/or already know they will not be returning to the school for the next school year.

The Voting Committee will prepare a report of the results to be share with the staff, school stakeholders and APS Board of Education.

Total Votes: 47
Total Licensed: 34
Total Classified: 11
Total Admin: 2

98% total staff in agreement
97% total licensed staff in agreement
100% total classified in agreement
100% of administration in agreement.

Sara Klauder
Cynthia Willer
Emily Kirby

Administrative Assistant
Administrative Assistant
Secretary
Appendix B: Evidence of Support from Additional School Community Stakeholders
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 17</td>
<td>ILT</td>
<td>Selection of School Design Team &amp; Root Cause Analysis</td>
</tr>
<tr>
<td>Sept 18</td>
<td>Send home SDT Community piece.</td>
<td>Call parents who were interested and have them fill out application</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Finalize Community member of Design Team</td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td>Staff Meeting</td>
<td>Share findings of SRA</td>
</tr>
<tr>
<td>Oct 1</td>
<td>School Design Team Meeting</td>
<td>Overview, process, calendar, SRA info, applications, Zone and pillars</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Prepare for Vision and Mission facilitation</td>
<td>- Homework, look at other innovation schools and plans, what has worked</td>
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<tr>
<td></td>
<td></td>
<td>(from Mass Insight). Mass Insight arrange innovation school visits for</td>
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<td></td>
<td></td>
<td>individuals/small groups and provide a information “catcher” to bring back</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to SDT.</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Parent Meeting</td>
<td>Share SDT Process and Innovation Zone process</td>
</tr>
<tr>
<td>Oct 9</td>
<td>Teachers/Staff</td>
<td>Vision and Mission for Boston’s future (what do we want this school to be</td>
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<td></td>
<td>½ day agreed values work</td>
<td>and what are our values that drive our vision)</td>
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<tr>
<td></td>
<td></td>
<td>This work grounds the process of innovation</td>
</tr>
<tr>
<td>Oct 12-16</td>
<td>School Design Team</td>
<td>Individuals and/or small group visit innovation schools</td>
</tr>
<tr>
<td>Oct 22</td>
<td>What if – brainstorm possibilities, Mass Insight will help plan facilitation for this meeting with Ruth prior to meeting. All staff invited to get all ideas down.</td>
<td></td>
</tr>
<tr>
<td>Oct 29</td>
<td>Narrow possibilities more, Pros and Cons of possibilities. Generate prototyping list</td>
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<tr>
<td>Oct 28</td>
<td>Staff Meeting</td>
<td>Share out what occurred in SDT meeting, solicit feedback from staff in</td>
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<tr>
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<td></td>
<td>during meeting and then leave posters up in Staff Lounge to capture more</td>
</tr>
<tr>
<td>Nov 5</td>
<td>School Design Team</td>
<td>Sort ideas into categories and look at similarities</td>
</tr>
<tr>
<td>Nov 10</td>
<td>Parent Meeting</td>
<td>State of the School Design process. Solicit parent input. Show them the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>process of design so far.</td>
</tr>
<tr>
<td>Nov 11</td>
<td>Staff Meeting</td>
<td>Share out Innovation process and updates. Solicit more input</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Waivers needed to support the plan. Superintendent Munn, Mass Insight will share how to remove barriers that may exist as district or state level.</td>
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<tr>
<td>Nov 19</td>
<td>Refine plan for success, invite Dan Lutz and others to help us understand waiver process</td>
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<tr>
<td>Dec 1ish</td>
<td>Community/Parent Meeting</td>
<td>Innovation Plan – what it is looking like and add any ideas from the group</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Staff Meeting</td>
<td>Share out Innovation process and updates</td>
</tr>
<tr>
<td>Dec 3</td>
<td>School Design Team</td>
<td>Grouping ideas</td>
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Boston Padres de familia/ socios de la comunidad/ miembros de organizaciones escolares

Como padre/madre, pariente familiar, amigo, o socio de la comunidad de la escuela Boston K8, apoyo la aplicación de Boston K8 para estatus de Innovación (Innovation Status.) La aplicación fue creada con la contribución de familias, maestros(as), empleados escolares, administración y socios comunitarios. Tengo confianza que este plan proveerá mayores oportunidades para los estudiantes y asegurara que nuestra escuela pueda satisfacer las necesidades de cada estudiante y proveerá apoyos para los maestros y demás empleados.

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<th>Firma</th>
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<td>Arthur Green</td>
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<td>Vladimir track</td>
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Appendix C: Unified Improvement Plan (UIP)
Appendix D: Current and Proposed School Budgets
null