

# **Paris Elementary**

## **Innovation School Application to the Colorado Department of Education**

**March 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](mailto:Rosensweet_k@cde.state.co.us))*

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**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**

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?

**N**

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

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

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1<sup>st</sup>.*) **N**

Is the school in Priority Improvement or Turnaround? **Y - Priority Improvement Year 3**

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **Y**

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.

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

## Letter from the School Design Team

February 2016

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

The Paris Elementary School Design Team is pleased to submit to you its Innovation Plan. A core group of fifteen teachers, administrators, coaches, paraprofessionals and parents was created to represent the diversity of perspectives at Paris. We have worked vigorously over the past five months to prepare this plan. We believe that it captures the full array of voices in our community and provides a strong foundation upon which we can dramatically improve student achievement and build toward our vision: Paris is committed to being an equitable community where all students collaborate to reach their potential through the power of innovation and culturally responsive teaching and become international leaders, risk-takers, and critical thinkers who follow their dreams.

The School Design Team began its work in October 2015 by researching and discussing innovative schools and practices, seeking to transform its understanding of what was possible. From there, the team began brainstorming its own ideas for Paris, engaging the whole staff and the school's families along the way. Throughout the process, stakeholder and parent input has been critical to designing innovations and building consensus behind the School Design Team's ambitions. Since January, the Team has spent countless hours elaborating, critiquing, and refining one another's prototypes in order to arrive at the final plan presented herein.

This remarkable process has been thoroughly inclusive and collaborative, as demonstrated by the letters of support from multiple stakeholders in Appendices A and B. Parents were surveyed early in the process to determine their needs and interests. The whole staff was invited to several brainstorming sessions so that they could share their ideas for school redesign. Throughout February 2016, the School Design Team frequently engaged the whole staff, parents, and the community in order to present the plan, solicit feedback and input, and ensure that the plan delivered to the Board was supported by all of the school's stakeholders.

This plan is designed to be both visionary and actionable, and the School Design Team has full confidence that it will guide the transformation of Paris Elementary into a premier center of learning. It is imbued with the collaborative spirit, as well as the strong sense of community, out of which it sprang. We look forward to presenting our proposed innovations, and are excited to begin the challenging but rewarding work of implementing our ambitious plan.

Sincerely,

Paris Elementary School Design Team

## Executive Summary

Paris Elementary is one of the highest need schools in Aurora Public Schools (APS), with significant numbers of ethnic minorities, students on free and reduced lunch, English language learners and students who are immigrants or refugees. Paris's poverty rate is the highest in the district at 96%, and the community has recently been touched by several harrowing tragedies, including the Aurora theater shooting. The school has experienced substantial staff turnover over the last several years and continues to score in the 1<sup>st</sup>-10<sup>th</sup> percentile of schools in the state in reading, writing, math and science. In short, Paris is a community in need of dramatic change in order to accelerate student achievement.

The innovations presented below are designed to address the unique, specific needs identified at Paris in the past several years. The school community has agreed to develop and implement innovations in four high-leverage areas: school culture and climate, instructional model, human capital, and family and community partnerships. Paris will begin by rebuilding its student culture from the ground up, focusing on developing students into international leaders of character who are compassionate, critical thinkers, and lifelong learners. Paris will implement a longer, redesigned school day and an annual calendar that aligns with other ACTION Zone schools. The new instructional model will be grounded in cross-content, project-based learning that emphasizes literacy in across traditional content areas. Paris will also align its talent management practices to better meet the needs of its students, effectively implement its new instructional model, and create a professional culture of success where teachers choose to stay. Lastly, the school will invest in establishing strong and lasting relationships with families and community organization to ensure that students receive supports for learning both in and out of school.

The proposed innovations are intended to enable Paris to rapidly and dramatically improve student achievement. Changes to the school's culture and instructional model, as well as the increased presence of families and community stakeholders within the school, will increase student engagement and students' sense of community. With a more cohesive community, students become more motivated to learn and confident in their abilities. Similarly, as teachers receive the professional supports they need to grow and succeed, they become more confident and capable instructionally. In the long term, as teachers remain at Paris and the school attracts talented educators, relationships between teachers and students will grow and support continuous school improvement. As a result, students will graduate from Paris equipped with the skills and knowledge they need to succeed in school, career, and life, and will become international leaders.

Considerable change must occur at Paris in order to successfully implement the proposed innovations. Paris will seek waivers from district and state policy and the collective bargaining agreement to grant school-level autonomy to make key decisions around human capital, including hiring, salary portability, professional learning, and staff evaluation. The school will also need the flexibility to determine resource allocations that meet the needs of the local community, and select curricular resources that allow it to accelerate learning for all students. The school will also need to maintain sustainable and collaborative relationships with families, community partners, and the other schools in the ACTION Zone, in order to ensure a coordinated, targeted, and comprehensive approach to serving its community and developing international leaders.

## School Profile

<b>Paris Elementary</b>	
Principal Name and Contact Information: Tammy Stewart	
Leadership Team Members: Linda Smith, Maribel Fernandez, Trina Meyer, Shannon Blackard, Correvon Waibel, Michelle Delgado, Dan Anderson, Stella Cypher, Jean Becker, Alyssa Grunden, Jessica Diaz, Paula Hedin, Katherine DiBattisto, Elizabeth Rodriguez	

<b>Enrollment Data:</b>				
Grades:	P-5	5-Yr Enrollment Trend:	Upward	
Student Enrollment:	462	Mobility Rate:	31%	
<b>School Day Per Year:</b>				
Total # of Student Days Per Year:	169	Instructional Minutes/Day:	350	
Total # of Teacher Days Per Year:	189	Extended Day Program?	No	
<b>Student Demographic Breakdown:</b>				
% Black:	18.8%	% Male:	52.6%	
% Hispanic:	71.3%	% Female:	47.4%	
% White:	2.3%	% ELL:	69.4%	
% Other:	8.5%	% Special Education:	6%	
% F/R Meals:	100%	% Gifted and Talented:	0.4%	
<b>Personnel Data:</b>				
# of Administrators:	1.0	% of Teachers "Basic":	7%	
# of Teachers:	26.16	% of Teachers "Partially Proficient":	29%	
# of Support Staff:	4.3	% of Teachers "Proficient":	43%	
# of Psychologists:	0.4	% of Teachers "Accomplished/Exemplary":	21%	
# of Social Workers:	0.8	3-yr Teacher Retention Rate:	59.83%	
<b>School Climate Data:</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Average Daily Attendance Rate:	95.4%	94.1%	94.0%	93.8%
Chronic Absenteeism Rate:	10.7%	14.0%	13.0%	12.4%
Total # of ISS/OSS/Expulsions:		7	44	70

	N/A								
<b>School Performance Framework:</b>	<b>10- 11</b>	<b>11- 12</b>	<b>12- 13</b>	<b>13- 14</b>	<b>14-15</b>				
SPF Rating:		P Impr ovem ent	P Improvement	P Improvemen t	N/A				
<b>State Assessment % at or above Proficient:</b>									
<b>READING</b>	<b>11- 12</b>	<b>12- 13</b>	<b>13- 14</b>	<b>14- 15</b>	<b>MATH</b>	<b>11- 12</b>	<b>12- 13</b>	<b>13- 14</b>	<b>14- 15</b>
Grade 3	25	37	13	N/A	Grade 3	37	56	26	N/A
Grade 4	20	20	25	N/A	Grade 4	25	32	41	N/A
Grade 5	24	29	19	N/A	Grade 5	33	22	18	N/A

<b>PARCC (% at or above Proficient)</b>			
<b>READING</b>	<b>14- 15</b>	<b>MATH</b>	<b>14- 15</b>
Grade 3	2.7%	Grade 3	1.3%
Grade 4	1.4%	Grade 4	0.0%
Grade 5	0.0%	Grade 5	0.0%

**Historical Context and Background**

By all conventional measures, Paris Elementary is one of the most disadvantaged communities in Aurora Public Schools (APS). Of the school’s 462 students, 69% are English language learners, the second highest rate in the district and 33 percentage points higher than the district average of 36%. Under the Community Eligibility Provision, 100% of Paris students are now eligible for free and reduced lunch, 31 percentage points higher than the district average of 69%. Paris has one of the highest student mobility rates in the district, reaching 31% in 2014. Such a high mobility rate is hardly surprising, given that 8.7% of Paris students are homeless and 4.6% are recently arrived immigrants. The number of refugee students attending the school has also tripled in the last three years, and refugees now constitute 7.4% of the student body.

Paris has experienced considerable staff turnover in the past few years, including 16 new teachers for the 2014-2015 school year and 4 for the 2015-2016 school year. Nearly two thirds of the teachers are new to the school, most of whom are relatively new to the profession. A new principal and assistant principal took the helm at Paris for the 2014-2015 school year. For the 2015-2016 school year, Paris hired several other critical positions, including a Dean to specialize in improving student behavior, a full-time general education social worker, a new Teaching Partner, an English Language Acquisition Teacher Leader, and a Community Coordinator.

Paris is a community that has been struggling to find its identity. The school and surrounding neighborhood has been the center of several years of turmoil, beginning in the summer of 2012 when

James Holmes rocked the Aurora community on that fateful evening. The school building is landlocked by a several blocks of densely populated apartments, including the apartment building in which Holmes lived. While law enforcement were securing Holmes' booby-trapped apartment, families located around Paris were hauled away in the middle of the night as their apartments were evacuated. Due to language barriers, many families did not understand what was happening; many thought they were being deported, never to return to their homes or community again. Throughout Holmes' protracted trial and sentencing, the Paris community was continually reminded of the affair by the constant news trucks flooding the neighborhood to show his former apartment complex every time a news channel ran a piece on Holmes.

Three weeks later, after the dust settled from Holmes' apartment complex, one block down a deadly fire ripped through an apartment complex killing two and displacing dozens of Paris families. Two years later the apartment complex was razed and replaced by more expensive apartments, which caused a shift in tenant demographics. The mainly Hispanic families that lived there previously were compelled to leave, while many African American families moved in. This turnover created palpable tension between the two ethnic communities.

While events in the past few years have made headlines, the struggles date back further than those horrific days in July 2012. The daily stressors and trauma children encounter have profound impact on their entire life, including academic success. The Adverse Childhood Experiences Study has established links between health, social and economic risks and childhood trauma. Traumatic events (physical and emotional neglect or abuse, household dysfunctions, such as divorce, separation, incarceration, addiction, and mental illness) can seriously interrupt the school routine and the processes of teaching and learning. Traumatized students have lower grade point averages, more negative remarks in their cumulative records and more reported absences from school than other students. Students may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behavior.

The effects of adversity in the Paris community are evidenced not only in the trend of declining academic achievement, but also in the school's often troubling climate. Students display multiple behavioral challenges and many do not feel safe with their peers. The school has a bullying problem that has not been aggressively addressed until recently. Teachers and parents worry that there is no sense of community among students. The school's mostly novice teaching staff are still learning effective classroom management while trying to balance them with newly-acquired instructional techniques. As a result, a large amount of time is spent on classroom control, at the expense of valuable instruction time.

## Vision, Mission, and Values

### **Existing School Vision/Mission Statement (*has not been revised for innovation*)**

Paris is committed to being an equitable community where all students collaborate to reach their potential through the power of innovation and culturally responsive teaching and become international leaders, risk-takers, and critical thinkers who follow their dreams.

This innovation plan is intentionally designed to enhance the school's ability to realize their vision and mission. Innovation status will enable Paris to build an educational model in which every classroom leverages culturally-responsive, differentiated, data-driven instructional practices to ensure equitable and rigorous learning experiences for all students. As an Innovation school, Paris will be better able to respond to the specific needs of its unique and diverse community. The school's innovation plan is a roadmap for developing students with local and global awareness, 21st Century skills, and the character and motivation necessary to become international leaders. Paris's vision/mission will not change if the school is granted innovation status.

## The Need for Innovation

### Explain the **need for innovation**.

For the last several years, Paris has experienced declining academic achievement and stagnant growth in all content areas. Writing and reading proficiency has been especially low when compared to state and district averages. As a result, the school has failed to meet state expectations and has remained on Priority Improvement status for three consecutive years. An instructional audit conducted in spring 2015 recommended that the school work together to have a more cohesive and focused approach to drive changes in instructional practices and accelerate improvement in academic outcomes. An underlying theme that emerged from the audit was the need to provide high quality instruction for students by improving teachers' ability to routinely provide first-best instruction and create culturally-responsive learning communities in their classrooms. Staff and community members agreed that it was necessary to address student achievement systematically by transforming the school's instructional model. Parents and staff further noted that until the school offers a safe, positive environment for students and families, it would be difficult to improve achievement.

For the 2013-2014 school year, the school received an overall "Does Not Meet" rating on its School Performance Framework for academic achievement, academic growth, and academic growth gaps. Only 20% of students scored proficient or advanced in reading; 30% scored proficient or advanced in mathematics; and 18% in writing. Median growth percentiles were 46 in reading; 36 in mathematics; 38 in writing; and 33 in English language proficiency. Subpopulations performed slightly better than the school overall, with several categories of students (free and reduced lunch eligible, minority, and English learners) approaching the median growth percentile in reading. However, none of the groups met targets in mathematics or writing.

PARCC scores for the 2014-2015 school year tell a similarly discouraging story. Only 2.7% of third graders and 1.4% of fourth graders scored proficient or above in reading; no fifth graders scored proficient or above in reading. In math, 1.3% of third graders scored proficient or above, while not a single fourth or fifth grader scored proficient or above.

After a thorough consideration of student performance data, historical trends, findings from a spring 2015 instructional audit, and parent input, Paris's Equity Leadership Team (ELT) identified the following priority performance challenges:

Academic Achievement: There has been a significant drop in the percentage of students scoring proficient and advanced in reading, writing and math, and proficiency rates are well below state and district averages. Given the pervasive lack of achievement across the board, the ELT determined that the instructional focus of the school would be writing and reading across content area. When students are able to effectively interpret, synthesize and communicate their learning, they can solidify their understandings of content and apply those skills to a broad range of academic subjects.

Academic Growth: The growth gap between the median growth percentile and median adequate

growth has widened in all subject areas, especially math. The median growth percentile has declined, most noticeably in math, for the last three years. Math is also the area in which there is the largest gap between the median growth percentile and the adequate growth percentile. Focusing on improving growth in math will result in an increase in the growth percentile as well as academic achievement.

Academic growth gaps: The growth gap between the median growth percentile and median adequate growth has widened for all subgroups in reading, writing, and math, specifically for students with disabilities. Students with disabilities are the only subgroup in which we do not meet standards. Although our catch up students are approaching standards in academic growth, this subgroup contains a significant number of students. For both aforementioned subgroups, there is also a significant gap between the median growth percentile and the adequate growth percentile in all content areas. It is essential that all students read at a proficient level to be successful, yet many students at Paris are not making the growth needed to be proficient readers.

The Paris staff determined that there is a lack of coherent and consistent systems and structures in place to provide sound, research-based strategies across the entire school on a reliable basis. More specifically:

- There is a lack of consistency in implementation of first best instruction and culturally-responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of clear systems and structures to support academic and social-emotional needs of our students.
- There is a lack of student engagement and rigor across all grade levels.
- There are inconsistent systems and structures to support the differentiated needs of staff which affects staff mobility and the sustainability of structures that support student achievement and growth.

In addition to these overarching root causes, Paris needs to address the lack of growth in at-risk subgroups. While addressing the universal root causes will facilitate growth for all students, these subgroups nonetheless need specific supports targeted to their learning needs. As a result, the following root causes were identified for low performing at-risk groups.

- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English language learners.
- There is a lack of consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

The innovations proposed herein will empower the Paris community to address its unique needs by reorganizing the school around a singular focus on school improvement and student achievement. Greater levels of autonomy and flexibility will enable Paris to determine the focus of and amount of time spent in professional development, an urgent need for the school's mostly novice staff. In turn, the school will be poised to implement an academic model designed to improve the rigor, pacing, differentiation, and cultural responsiveness of instruction. By gaining a greater degree of control over their budget, Paris will be able to allocate resources in a more responsive manner. The school plans to adopt a modified school day and calendar, aligned to the other four schools in the ACTION Zone (please

see ACTION Zone document – in appendices – for more information ), to increase instructional time for students, as well as allow teachers to participate in professional development and collaboratively plan first-best instruction. Lastly, the school redesign process has provided a much-needed opportunity for the community, including parents and local stakeholders, to rally around a common vision for improving student achievement. As a result, this innovation plan will culminate in a shared sense of ownership over the direction and outcomes Paris will pursue.

*Paris Unified Improvement Plan (UIP) Summary*

Performance Indicators	Notable Trends	Priority Performance Challenges	Root Causes
Academic Achievement	Significant drop in percentage of students scoring proficient/advanced in all content areas	Proficiency rates in all content areas are well below district and state averages	Inconsistent implementation of high-quality instructional practices  Lack of systems and structures to support student needs  Inconsistent differentiation of staff supports
Academic Growth	Median growth percentile has declined over the last three years in all content areas, especially math	Significant gap between median growth percentile and median adequate growth in all content areas, especially math	Inconsistent implementation of high-quality instructional practices  Lack of systems and structures to support student needs  Inconsistent differentiation of staff supports
Academic Growth Gaps	Gap between median growth percentile and median adequate growth has widened for all subgroups in all content areas, especially students with disabilities and students needing to catch up	Significant gap between median growth percentile and median adequate growth in all content areas for students with disabilities and students needing to catch up	Inconsistent implementation of high-quality instructional practices  Lack of systems and structures to support student needs  Inconsistent differentiation of staff supports
Postsecondary & Workforce Readiness	N/A	N/A	N/A

## Proposed Innovation Model

### SECTION I: CLIMATE & CULTURE

#### A. Restorative Justice and Mindfulness

##### 1. Overview and Rationale

Paris is committed to building a positive and equitable school culture that supports the development and achievement of all students. Toward this end, the school recognizes the need to strengthen its support systems for students' social-emotional development. In order to do this, the whole school community will work together to cultivate students' emotional intelligence, foster empathy, and develop the communication skills needed to become local and international leaders. Restorative justice and mindfulness practices - care for others and care for self - are at the center of this culture. Not only will Paris become a safe and welcoming place as a result of this culture shift, but students will develop a sense of community and the skills necessary to become leaders of that community.

Restorative justice focuses on the needs of victims and offenders, as well as the involved community. It contrasts to more punitive approaches where the main aim is to punish the offender. Victims take an active role in the process. Restorative justice involves a process where the people most directly involved in wrongdoing or conflict come together in a guided circle-talking process (called "connection circles") to determine what harm has been done and what needs to be done to repair that harm to the greatest extent possible. All restorative process are guided by principles and values and always have a focus on restoring healthy relationships.

Mindfulness is a natural human capacity to pay attention to our experience as it is happening in real time. When people intentionally cultivate this capacity through practice, they enhance their ability to focus, regulate their emotions, and extend compassion and kindness to themselves and others. When teachers infuse mindfulness throughout the school day, they not only reduce stress and find better ways to respond to the challenges in the classroom, but also expand their students' capacity for joy and wonder.

Currently, behavioral issues cause frequent disruptions and detract from valuable learning time at Paris. When a student is sent to the office, much less suspended or expelled, their punishment only exacerbates this loss of learning. While restorative justice practices take time to implement, they keep students in the classroom and require them to understand the consequences of, and take responsibility for, their actions. After less than one year of implementation, discipline data indicates that restorative justice has helped to improve behavior and decrease lost instructional time. Similarly, mindfulness practices, by encouraging adults and students to be aware of their feelings and reactions to disruptions, help to reduce behavioral problems, increase student and teacher confidence, and enhance problem solving. Mindful students and staff are less likely to become frustrated, act out, or give up, and are more likely to work together to address group challenges. These attitudes, skills, and behaviors are critical to fostering a strong sense of community and a school culture that promotes student self-efficacy and leadership.

## 2. Detailed Description of Innovation

The goal of this innovation is to embed the core principles of restorative justice and mindfulness into the very fabric of the school. Everything staff, students, and leaders do at Paris will be done with these principles in mind. This means not only implementing effective programs with fidelity, but also championing them even when they are not easy or immediately successful. It also means developing a sense of shared ownership for implementation with students and parents, so that what goes on with kids inside the school corresponds to what goes on with the kids outside of school.

To begin with, Paris's staff will need continuous opportunities for professional learning around building a healthy and supportive school culture. Staff will develop a shared understanding of what mindfulness practices are, how they benefit kids and adults, and how they can be effectively used in various classroom contexts. Likewise, the school will continue to develop its repertoire of tools and strategies for implementing restorative justice, particularly those resources that support restorative agreements when language barriers are present, as they often are at Paris.

All staff will become proficient in conducting restorative agreement conversations and connection circles with students. In future years, returning staff will mentor new staff to support the latter's understanding and development. The staff will also collaborate to define the school's goals for utilizing mindfulness practices. As staff become capable and confident implementing these new practices, they will also nurture student competencies to create restorative agreements and lead connection circles. In time, as staff communicates with parents regarding the how and why of these practices, and students become effective leaders, Paris will support the spread of restorative justice and mindfulness into the larger school community.

## 3. Conditions for Innovation

By and large, conditions at Paris are already supportive of the effort to build a positive and equitable culture through restorative and mindful community practices. No waivers will be necessary to continue toward full implementation of restorative justice or mindfulness. School and district resources have so far been well-aligned to the school's goals and needs. The school must continue working to secure family and community support in order to ensure the long-term sustainability and widespread practice of restorative justice. For students to become leaders in this culture, they will need to receive as much support from outside the school as from within it. As with other community engagement efforts, this will require substantial and targeted language supports, including translation, to ensure clear and consistent communication with the diverse school community.

## 4. Anticipated Outcomes

Restorative justice and mindfulness will have positive impacts on student achievement. The former has already helped to reduce disciplinary incidents in 2015-2016, keeping kids in class and limiting the amount of instructional time lost to behavior-related disruptions. Both sets of principles and practices support students' social-emotional development, including improvements in student confidence, motivation, self-regulation, and persistence. In turn, students develop a sense of community with their peers and teachers, and take greater ownership of their own education. This further improves student performance and readiness for post-secondary education and careers.

Restorative justice and mindfulness also help teachers become more responsive and effective

practitioners. In learning to become aware of stressors, triggers, and other personal barriers, teachers are able to respond more carefully and appropriately to classroom challenges. Caring for others begins with caring for self, and teachers equipped to do the latter improve their ability to do the former. By reducing the number of disruptions in the classroom, and eventually the number of behavioral incidents, restorative justice will help teachers to maximize instructional time, increasing their efficacy and their sense of having achieved their purpose as educators.

## **B. Character Education**

### **1. Overview and Rationale**

An important part of building a positive and equitable school culture at Paris involves embedding character education into the school's policies and procedures, expectations for students and staff, and curriculum. At Paris, the concept of character education means two things. First, that each individual at the school - whether student, teacher, administrator, or community member - should judge and be judged by the content of their character, above anything else. Second, character education ought to produce students who, as international leaders, exemplify the following 21st century skills: communication, collaboration, critical thinking, and curiosity. In everything that the Paris community does, there will be an intentional focus on nurturing these traits and empowering students to lead by example.

Character education is a targeted and research-based response to the unique cultural challenges at Paris. It is also an approach to supporting students' social-emotional development and improving student engagement and rigor. Effective character education programs have been improve student safety by ameliorating and even preventing bullying issues. Academically, these programs tend to reduce cheating and other academic discipline problems, while increasing homework completion, grades, and test scores. Character education promotes school attendance and student engagement. It can also increase parent engagement, teacher retention, and staff and community satisfaction with their school, by cultivating a shared set of values and principals as well as shared ownership of the school community.

For Paris, a robust and well-integrated character education program is a promising approach to resolving the school's declining attendance as well as low student and parent engagement. It also offers a way to consistently and comprehensively address safety issues, including bullying, on school grounds.

### **2. Detailed Description of Innovation**

Character education is a critical component of the culture shift that Innovation status will help to catalyze and maintain at Paris. Because character education is by definition broad, and has been implemented in myriad ways across very different settings, the community will begin implementation by defining common expectations and language for character education at Paris. This will include clearly articulated strategies for developing students as international leaders who exemplify the 21st century skills of communication, collaboration, critical thinking, and curiosity. In turn, a shared understanding of character education will enable the school to implement policies and procedures aimed at cultivating these skills and characteristics within and beyond the classroom. Lastly, Paris will

develop and/or utilize proven curricular resources for character education and implement them in all grade levels, classrooms, and schoolwide activities.

The model characteristics and competencies articulated by the Paris community and aligned to the International Studies School Network philosophy will be posted throughout the building, setting the tone for the behavior of all children and adults. Throughout the school, all staff and school leaders will use the common expectations and language in describing what it is to be a leader of character, and how a student can accomplish that goal. Students and staff will be taught to hold one another accountable for their actions using these expectations and shared understandings. Ultimately, students will take these skills, habits, and practices beyond the walls of the school, using their understanding of character education to engage their parents, families, and community.

### 3. Conditions for Innovation

Currently, there are no district or state policies restricting Paris's ability to implement a schoolwide character education program. This innovation will require some resources, however, including time, curricular and material support, and a willingness on the part of the community to hold each other to high expectations. Paris will need to review and revise its current policies around student discipline, equity, and social-emotional development in order to align them to its new character education program. To flesh that program out, school staff and leadership will need considerable time to review possible curricular resources, as well as examine how they align to existing curricula at Paris and throughout APS. Some flexibility and responsive resourcing will also need to take place to ensure that character education is given the financial and material support necessary to scale rapidly. Most importantly, the Paris community must come to a consensus around what character education is and how it should be implemented; the success of such a program relies on the ability and willingness of the school's constituents to buy in and adhere to the high expectations and rigorous practices that are necessary to fostering strong, competent, and compassionate international leaders.

### 4. Anticipated Outcomes

A robust and consistent character education program will have significant benefits for students at Paris. In the short-term, it will enable students to begin to see themselves and others in terms of their character, rather than in terms of their immediate success and failure, struggles, or perceived shortcomings. By seeing themselves as worthy and capable individuals, students will become more motivated to learn, engaged, and confident in their abilities. They will become comfortable holding their fellow students accountable for their actions and recognize as well as foster a sense of community with their peers. As the school becomes a safer, more positive and equitable learning environment, student achievement will increase and achievement gaps will narrow. Students will leave Paris with the competencies, attitudes, and behaviors that constitute international leadership, and they will go on to secondary and postsecondary education ready to succeed personally, academically, and professionally.

Adults will benefit from the powerful effects of character education as well. Just as students must learn to see themselves and each other in terms of their character, it is critical that staff recognize the intrinsic worth of others in order to believe in the efficacy of their instructional practices; with increased confidence comes improved performance and a greater sense of job satisfaction. As the effects of character education spread throughout the student body, and students occupy leadership

roles within the school, teachers will be able to shift more of their focus to instruction. The common expectations and language around what it is to be a member of the Paris community will empower staff to remain adept and responsive to the needs of their students even when behavioral problems do arise.

## C. Student Mentorships

### 1. Overview and Rationale

Paris sees Innovation status as an opportunity to more intentionally and frequently draw on the strengths of the surrounding community in order to better engage students. One key way of doing this is by establishing a high-quality mentorship program that provides students with role models that reflect the cultural diversity of the Paris community. Not only would this innovation increase community engagement at Paris, but it would also enable students to access enrichment opportunities that the school is not able to provide as part of a regular curriculum.

Research indicates that mentorships have a number of positive impacts on students. Unsatisfactory attendance at Paris is high, and has been climbing for the past several years. Elsewhere, mentorships have increased attendance and improved attitudes towards school. Because of the difficult circumstances in which many Paris families live, teachers are often challenged to encourage students to think beyond their neighborhood and consider multiple or global perspectives on an issue. When students are able to form meaningful relationships with someone outside of their school, they are encouraged to see opportunities and possibilities they may have otherwise missed. Additionally, mentors, by definition, lead by example; thus, fostering international leaders begins with connecting students directly to people who embody the traits, skills, attitudes and behaviors that define leadership.

### 2. Detailed Description of Innovation

A successful and sustainable mentorship program begins with the development of multiple strong partnerships between Paris and the surrounding business and civic community. Not only does this imply outreach, but also the establishment of a consistently welcoming and community-oriented school environment. Paris will create numerous opportunities for members of the community to participate in the school, such as community dinners, cultural sharing, and open invitations to the school's PBIS assemblies. Enrichment activities will be offered that embody and express the cultural identities of students, families, and partners; this will help to establish a safe and welcoming school environment while also providing opportunities to learn from, and learn to respect, difference.

To support the long-term development and maintenance of a high-quality mentorship program, Paris will develop procedures and programs to recruit, train and monitor mentor activities. This will help to maintain the efficacy, diversity, and student interest in mentorships and ensure that mentor activities continue to align with the school's mission and goals. A regular review of mentoring opportunities, both existing and available, will also help to continually cultivate a deep pool of mentors whose strengths are responsive to the needs of Paris's students.

### 3. Conditions for Innovation

Although no waivers will be required to implement a community mentorship program at Paris, several important systems will need to be established. First, the school will need to develop procedures for identifying and connecting with appropriate potential mentors. This involves clearly defining the roles and responsibilities of mentors in relation to school staff and leaders, and ensuring that the school uses consistent communication practices to engage community partners. Paris’s Community Coordinator will play an essential role in conducting ongoing outreach and communication. Second, the school will need to develop a system to monitor and assess the mentorship program to ensure that it provides quality leadership development for students, and to identify program improvements in a timely manner.

#### 4. Anticipated Outcomes

In the short-term, a high-quality mentorship program is a promising approach to improving student attendance and engagement, two pressing needs at Paris. As students become more engaged in school and see the possibilities and applications for their learning outside of school, they will become more likely to exemplify the traits of international leaders. Students will learn to take multiple perspectives into account, making them more empathetic and effective problem solvers. Mentors will also enable students to visualize their aspirations for the future, and enhance their ability to plan and execute a path to postsecondary success.

## SECTION II: INSTRUCTIONAL MODEL

### A. Integrated Instruction

#### 1. Overview and Rationale

In order to maximize student learning, Paris is committed to implementing a cross-content project-based learning and teaching model that meets the needs of the whole child. The proposed instructional model will significantly accelerate Paris’s efforts to improve first best instruction and make it culturally-responsive. A fully integrated instructional model encourages students to see and understand the connections and relationships between multiple disciplines. When students are able to associate and apply what they learn in one content area to what they learn in another, they become more motivated to learn. Similarly, research indicates that an integrated curriculum improves student attitudes toward learning, develops team spirit among students, and fosters strong student work habits. Integrated units cause information to be stored in multiple regions of the brain, making it easier for students to recall that information later. Lastly, integrated curricula reflect the multitude and complexity of students’ life experiences, allowing students to make meaningful connections between school and the real world, and thus serving as a vehicle for extended and lifelong learning.

#### 2. Detailed Description of Innovation

Paris will implement a cross-content project-based learning and teaching model that integrates literacy into all content areas. Science and social studies will be taught through literacy and supported by laboratory and field experiences for students. In order to support a variety of learning styles, the school will create learning experiences that incorporate multiple languages and cultures. All teachers will

effectively employ culturally-responsive instructional practices; to this end, culturally-responsive practices will be embedded in instructional rounds and professional learning opportunities for staff.

Paris will develop integrated units for every grade level and all content areas, including “specials” (art, music, physical education, and media). These units will provide appropriately rigorous and engaging learning experiences for all students, and will be grounded in culturally-responsive strategies and frequent, differentiated language supports for students learning English. All teachers, regardless of grade level or content area, will consider themselves teachers of literacy first. Special education services will be fully included in the design and implementation of integrated units. The curriculum will also build on the strengths and diversity of the school community, as well as resources from the International Studies School Network, in order to promote local and international leadership through student-directed, project-based activities.

### 3. Conditions for Innovation

In order to successfully develop and implement a cross-content project-based learning and teaching model, several conditions must be changed. Teachers will need ample time to collaboratively research and design an integrated curriculum that draws on multiple resources and best practices. The school will need to implement flexible, block scheduling in order to make time for instructional planning and the implementation of experiential learning activities. Robust field experiences for students will require adequate, dedicated and well-allocated resources, including time, supplies and human capital. All staff, including non-licensed personnel, must have access to continuous, ongoing professional learning and supports around literacy, strategies for English language learners, project-based learning, culturally-responsive education, and international leadership skill development. Lastly, each classroom should be equipped with 21st Century technology, and teachers must have sufficient time to teach students how to utilize that technology independently.

### 4. Anticipated Outcomes

Students will benefit from an integrated and project-based academic model in several ways. First, the proposed innovations will increase student engagement and thus students’ motivation to learn. As students begin to perform better academically, their confidence will grow, and they will feel increasingly comfortable exercising self-direction and independence. As they continue to acquire the 21st century skills of curiosity, creativity, initiative, multi-disciplinary thinking, and empathy, they will become prepared for postsecondary education and the workforce.

Adults, including school staff and administration, will also benefit from the proposed academic model. Participating in a collaborative, engaged community of learners and a supportive professional culture will enable all staff to grow continuously and remain committed to working at Paris. Fostering a culture of academic and professional success will also enable Paris to attract other highly-qualified, effective educators, ensuring that student outcomes continue to improve over the long term.

## **B. Collaborative Planning**

### 1. Overview and Rationale

Staff at Paris will utilize extended planning time (see Section C. School Day below) to participate in professional learning communities and collaborate to plan instruction horizontally and vertically. A hallmark of many high-performing schools is the successful use of the professional learning community model to organize work and collaborate to ensure that students are learning. Professional learning communities are teams of teachers who meet to analyze student data in order to determine where students are academically, where they're going, how to get them there, and what can be done differently if a student struggles to achieve and grow.

Strong professional learning communities produce schools that are engines of hope and achievement for students. This approach will enable Paris to continuously educate and support leaders in the commitments, understandings, and skills necessary to grow such a school. In short, professional learning communities help teachers become student centered. In addition, they improve teaching culture because they increase collaboration, a focus on student learning, teacher authority and empowerment, and continuous learning.

## 2. Detailed Description of Innovation

Collaboration within professional learning communities will become the foundation of instructional planning at Paris. All instructional staff will be trained in the professional learning community model, as taught by Rich Smith, so that they can effectively and consistently use student data and targeted planning methods. Non-classroom teachers, including specials and special education instructors, interventionists, and support staff will also be equipped with the necessary skills and understandings to support the professional learning communities. In math and literacy, teachers will be expected to use the professional learning community model for all instructional planning. Along with weekly grade level planning, all teachers will meet once a month to plan instruction vertically. Culturally-responsive education themes and English language acquisition strategies will be embedded in all collaborative planning activities.

## 3. Conditions for Innovation

Several conditions must change for Paris to maximize the use of planning time and successfully leverage professional learning communities. Common planning time for grade level teams needs to be built into the school's daily schedule. The school day should be restructured in order to extend and consolidate opportunities for common planning. The restructured school day must also allow for the participation of special education and intervention staff in professional learning communities with grade level teams. Specials teachers' schedules will also need to be adjusted to allow them to participate in vertical planning. The role of Paris's instructional coaches will be adapted to the needs of the professional learning communities, including aligning their knowledge of content and pedagogical practices to the needs and desired outcomes of the cross-content project-based instructional model.

## 4. Anticipated Outcomes

The professional learning community model will enable Paris's staff to differentiate instruction for individual students and whole groups. As rigor and pacing are adjusted to meet the specific needs indicated by student data, student engagement will improve. Teachers will also be able to make appropriate and timely adjustments to classroom instruction, so that reteaching and extension opportunities can be routinely provided based on student need. This will be particularly impactful for

Paris's large population of students needing to catch up. In turn, academic achievement will improve and the academic growth gap between students at grade level and those below grade level will narrow.

Changes to collaborative planning time and structures will also boost short- and long-term outcomes for staff. Extended planning blocks will allow staff to gain a deeper understanding of data and how it can be used to drive instruction. As a result, teachers will produce more effective lesson plans that incorporate student-directed projects and activities. By deepening staff collaboration through the professional learning community model, teachers will also build a strong and supportive professional culture increases their sense of individual and collective efficacy. This culture will promote professional growth, and thereby improve teacher retention and recruitment.

## C. School Day

### Overview

In order to give staff ample planning time and maximize instructional time for students, Paris will restructure the school day. With additional planning time, teachers can more thoughtfully develop lesson plans and adapt them to the needs of their students. They can also have longer, more meaningful conversations with colleagues and administrators. This additional time is critical to fully leveraging the benefits of collaboration and within professional learning communities. An extended and more intentionally organized school day is also critical for students. Reallocating time will support Paris's effort to put literacy at the center of all instruction, and maximize opportunities for students to receive extra support in order to catch up or participate in enrichment activities.

### 2. Detailed Description of Innovation

The new school day at Paris will be designed with several important objectives and factors in mind. First, students will receive 45 minutes of additional learning time. Second, multiple enrichment opportunities will be offered to all students before, during, and after the school day. Both of these innovations will enable Paris to reallocate and consolidate daily planning time for grade level teams. The school will extend its current literacy block, as well as incorporate an intervention block into the literacy block so that students needing extra attention or targeted or intensive intervention can receive it without missing valuable whole group instruction. Flexible block scheduling will be used as necessary to ensure that students are grouped appropriately and receive needed interventions without excessive loss of instructional time.

### 3. Conditions for Innovation

Restructuring the school day to maximize instructional planning for staff and learning time for students will require strong staff and community support and considerable school-level autonomy. Paris will need waivers from district policies and the Master Agreement in order to extend and reorganize planning and student contact time. The school will also have to create schedules that allow auxiliary staff to support during and out-of-school-time enrichment activities. Similarly, the school will need to hire and develop a cadre of interventionists in order to maximize the usefulness and impact

of the longer literacy and intervention block. Parent support will be crucial to implementing an extended school day for students. The school will need to engage parents and the broader community in order to build interest in, as well as material and operational support for, extensive enrichment opportunities.

#### 4. Anticipated Outcomes

The fundamental goal of the restructured school day is to enable students to extend, apply, and enhance their learning, thereby improving academic achievement and growth and narrowing learning gaps. Students' effective learning time will be increased by adding 45 minutes to the instructional day. Similarly, flexible block scheduling means that less instructional time will be lost during group transitions. The variety and regularity of enrichment opportunities will provide students with a variety of contexts in which they can apply what they learn in the classroom. In the long term, these changes will improve grade level performance in all content areas, boosting their confidence and engagement. In turn, students will graduate Paris as local and international leaders, ready to achieve in middle school and beyond.

Outcomes for students will also improve in accordance with improvements in staff outcomes. Extended planning blocks will give Paris's teachers the time they need to fully and effectively deploy professional learning communities. This will allow staff to develop deeper understandings of their students through the use of data, leading to targeted and more effective lesson plans. Targeted planning is especially important to closing the achievement gap at Paris.

## D. School Calendar

### 1. Overview and Rationale

In collaboration with the other schools in the ACTION Zone (please see ACTION Zone document – in appendices – for more information ), Paris has designed a Zone-wide calendar that includes more intentionally and efficiently scheduled planning and assessment days before and during the school year. During the spring semester of each school year hereafter, staff and leadership of the Zone schools will meet to review the last year's calendar and develop a calendar for the following year. That calendar will be presented to parents before the end of the current school year in order to give them adequate time to provide input and prepare.

The redesigned calendar will provide students with more consistent learning time. It would also establish monthly non-contact days during which staff will collaboratively plan instruction using student data or engage professional learning opportunities. These days have been scheduled so that teachers can use formative and summative assessment results when they get them, and at regular intervals. In this way, the new calendar leverages the teaching and learning cycle in order to make instruction more data-driven and differentiated. By consolidating time for instructional planning and professional development, the calendar will also reduce the amount of time students must be taught by substitute teachers, ensuring that instruction is consistently delivered by a licensed, highly-effective educator with whom the students have built a relationship.

### 2. Detailed Description of Innovation

The redesigned school calendar better meets the needs of the Paris community and allows for more regular, consistent and efficient implementation of the teaching and learning cycle. The calendar is frontloaded with seven full staff work days prior to the beginning of the school year, including days for new teacher orientation, group professional development at Paris, International Studies School Network professional learning for all Zone schools, instructional planning, and a day for teachers to set up their classrooms. These first seven days will provide time for Paris to implement a new staff onboarding process and thoroughly prepare for the school year.

Throughout the school year, data and planning days are strategically scheduled after assessment days to enable teachers to plan instruction based on up-to-date student data. This tighter, more intentional and consistent schedule is designed to better support targeted, differentiated instruction by complementing the effective use of professional learning communities. A more regular regimen of teaching and learning, with a decreased need for substitute teacher coverage during planning and professional development, also means that students will spend more time receiving instruction from their regular classroom teacher, reducing disruptions and improving the relationship between the instructor and his or her students. Lastly, the Zone-wide implementation of the same calendar will foster strong transitions between Zone schools and support the needs of families with children at multiple Zone schools.

### 3. Conditions for Innovation

The newly designed, Zone-wide calendar represents a significant departure from current APS policy. As such, Paris will need to secure waivers from district requirements surrounding the development and characteristics of the school calendar. In order for staff to fully leverage the more robust and consistent professional learning regimen by addressing the unique learning and teaching needs at Paris, the school will need to be released from required participation in district-wide professional development activities.

The new calendar will also require strong, long-term collaborative relationships. It is important that the calendar respond to the needs of the broader communities of the schools it serves. Paris will continue to collaborate with the other Zone schools to review and develop their future school calendars. Parent and family support will be another important condition for setting any future calendar; without this support, it will be difficult to ensure maximal attendance and school participation.

### 4. Anticipated Outcomes

The new calendar is designed in such a way as to improve student performance and learning experiences. The consolidation of non-contact time will allow for deeper, more intentional instructional planning as well as increase the amount of time classrooms are led by their regular teacher. Instruction can thus be more targeted, and students and teachers can build stronger relationships with one another. These are two critical factors to raising student achievement at Paris.

During the first month of school, for example, Paris will provide regular classroom instruction for two weeks before testing students; this practice draws on research that shows that students perform better on assessments when they have already built a relationship with their instructor. As teacher-student relationships improve, so do students' experiences of school - thus increasing their

confidence and motivation to learn.

Staff will also experience several important benefits from the new school calendar. The assessment process will become more efficient, with less disruptions to regular instruction and more opportunities to use assessment data to plan instruction. With more reliable data and robust structures, like professional learning communities, through which to utilize that data, assessment will also become more effective. Lastly, the new calendar will provide ample time for teachers to engage professional learning and effectively plan and practice using new knowledge. As a result of these major shifts in the use of time, teacher efficacy will improve significantly and constantly. This will lead to increases in confidence, and thus job satisfaction.

## **E. Supports for Special Populations**

### **1. Special Education**

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 ("ESEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

## **SECTION III: HUMAN CAPITAL**

### **A. Recruitment and Hiring**

#### **1. Overview and Rationale**

Paris is committed to implementing a strong human capital system that aligns with its mission in order to recruit and retain high-quality staff that accelerate learning for the school's future international leaders. Changes to recruitment and hiring will create a strong foundation on which to build a high caliber staff and a culture of success that attracts new talent and in which team members choose to stay.

High staff turnover was listed as a root cause on Paris's 2014-2015 UIP, and is a nagging issue the school and district have both attempted to address, with varying degrees of success, in the last two years. The challenge is not only to hire and retain highly-effective staff, but to hire and retain highly-effective staff that also understand the unique challenges and opportunities at Paris and are committed to the school's ambitious approach to addressing the community's specific needs. By increasing the rigor of the hiring process as well as integrating the evaluation system in recruitment and hiring processes, the school can ensure that only the candidates who show the most promise in effectively responding to the challenges of the Paris community are brought on board.

#### **2. Detailed Description of Innovation**

Paris will recruit from a deep pool of candidates that reflects the diversity of the school community and will develop a hiring process to ensure that only those candidates who embody the school's values and beliefs and demonstrate effective instruction are offered employment. School leadership will partner with organizations, such as institutions of higher education, that produce culturally-responsive educators equipped to serve in high-poverty urban schools and individuals who represent the demographics of the student population at Paris. Paris will also ensure salary portability for experienced and highly-effective teachers coming from other states and districts.

The new hiring process will be designed to match new candidates to the specific needs of the school and its student body and promote successful, long-term employment at Paris. From job postings to interviews, the process will be grounded in transparency around the expectations, challenges, and successes that shape the work at Paris. The process will be more rigorous before, beginning with an evidence-based screening tool intended and designed for staffing high-performing, high-poverty schools. Interview teams will utilize question banks culled from the school's evaluation rubric and determinations of need by school staff and leadership. For instance, when Paris interviews candidates for a vacant third-grade teaching position, the grade level team will convene to review their previous evaluation results and determine standards on the evaluation rubric where individuals and/or the team were deemed needing improvement. Candidates would then be asked questions using language adapted from those standards. Lastly, candidates will be assessed using performance-based exercises which require them to demonstrate effective student interactions and culturally-responsive practices.

### 3. Conditions for Innovation

Innovation status is critical to enable Paris to implement the proposed changes to its recruitment and hiring processes. The school will need to waive district policies that fix salary schedules, restrict salary portability, and limit differential pay among district schools. Importantly, such waivers would allow the school to provide a step increase in pay for teachers who remain at the school for multiple consecutive years. Waivers would also protect Paris from automatic overages and placements, thereby assuring that all candidates are subject to the same rigorous and targeted hiring process. Paris will collaborate with the other schools in the ACTION Zone to create a prioritized hiring process that is free from district practices and timelines, and ensures that all schools in the Zone have access to qualified candidates in a way and at times that meet the needs of the local community (please see ACTION Zone document – in appendices – for more information ).

### 4. Anticipated Outcomes

The impacts of new recruitment and hiring processes will not be immediately felt by students. Over time, however, as Paris develops a highly-effective and dedicated staff that develops strong relationships with students and the community, student achievement and growth will increase and be maintained over the long term. A large body of research shows that healthy, sustained teacher-student relationships improves student motivation, confidence, engagement, and performance.

In the short term, staff will need to allocate time to work in grade level and vertical planning teams to develop a question bank for new candidates that meets the criteria described above. This work will begin to pay off after several years, as Paris becomes better able to attract and retain talented

educators who are committed to serving in a high-performing, high-poverty school. Stronger relationships with colleagues and deeper, shared understandings of student needs and school challenges and successes will foster a positive and supportive professional culture where job satisfaction and individuals' sense of efficacy are high. In turn, this culture of success will make Paris a highly desirable place to work, teach, and learn.

## **B. Professional Growth**

### **1. Overview and Rationale**

As part of implementing a strong human capital system, Paris will establish a process for using a body of evidence to support the continual growth of staff as a whole and as individuals. This process will tailor professional learning opportunities at Paris to the specific needs of staff, students, and the community, so that time spent in professional learning is fully leveraged to improve student achievement. This begins with sufficient, dedicated time at the beginning of each school year to thoroughly onboard new staff and prepare and plan for instruction. Throughout the year, professional development will be differentiated to meet the needs of a staff with diverse needs, strengths, and goals for improvement.

Maximizing professional growth will also require frequent and consistent supports for staff and a robust yet efficient evaluation process that is embedded in all of the instructional work at Paris. The school will focus on increasing the quality and consistency of the evaluation process, as well as use evaluation rubrics to inform other areas of staff development, such as retention and professional learning. The process will also allow for greater differentiation based on the individual needs of each staff member. Coaching and professional learning supports will become more routine, so that teachers' learning and development is embedded within their practice in the classroom.

### **2. Detailed Description of Innovation**

Paris will implement significant innovations designed to improve, differentiate, and structure its processes for supporting professional growth and development among all staff. The school will develop an onboarding process for new hires so that all teachers are fully prepared to teach on day one and actively engage a professional learning community. The onboarding process will cover a variety of topics and issues relevant to Paris, including, but not limited to: restorative justice, International Studies School Network model and resources, and orientation to the academic and student culture at Paris. New teachers will also have a significant amount of time to work with grade level professional learning communities to plan instruction and learn to collaborate with their colleagues.

Paris will also implement differentiated professional development and coaching based on individual needs and data in order to build on strengths and target specific areas for improvement. At the same time, staff will continue to engage in whole group professional development to strengthen vertical and horizontal articulation of standards and the implementation of the proposed cross-content project-based instructional model.

Paris will also make substantial changes to the APS staff evaluation process. First, administration will conduct just one formal observation per teacher and will work with staff to develop a minimum

number of informal observations in order to increase teacher effectiveness and the implementation of learning from professional development. In order to ensure a strong foundation in best practices for first best instruction, the school will prioritize evaluation standards based on mutual observations and conversations between teachers and administrators. Lastly, Paris will train additional observers to conduct informal observations in order for staff to receive more frequent feedback from a variety of sources.

### 3. Conditions for Innovation

A number of conditions must be established in order to implement new and more robust and targeted professional growth systems at Paris. First, the school calendar needs to be changed to provide additional staff work days before the school year begins. District funds currently allocated for Paris’s new hires to attend New Teacher University will be reallocated to Paris based on the number of new hires, regardless of the time of year. Late hires will need immediate access to District and site resources such as email, Infinite Campus and data systems upon accepting the position, rather than the current practice of waiting for Board Approval. Paris also needs the flexibility to use the RANDA evaluation tool differently: other trained observers must be allowed to enter observations, only 1 formal observation will be required, and the minimum number of informal observations will be determined by staff. Paris will waive district policy so that, after two years of an ineffective rating, teachers will be exited. A waiver from district policy will allow Paris to require staff to give minimum of 4 weeks notice before resigning or they will forfeit pay. Lastly, Paris will create a policy that teachers hired after the first day of the teacher contract will be on an automatic 1-year only contract.

### 4. Anticipated Outcomes

The primary outcome of this innovation is a better-prepared and more confident staff that collaborates to accelerate learning for all students at Paris. As teachers become more effective and educational opportunities are equalized across classrooms, student achievement will increase and achievement gaps will narrow. Because teachers will receive frequent and effective supports and receive quality feedback regarding their practice, they will be more likely to stay at Paris. Teacher needs will be met more thoroughly and efficiently as professional learning is differentiated and ongoing coaching is provided. In the end, long-time Paris teachers will become highly effective at developing relationships with students and families, increasing student engagement and thus further accelerating achievement and growth.

## SECTION IV: FAMILY AND COMMUNITY PARTNERSHIPS

### A. Community Hub and Family Support

#### 1. Overview and Rationale

Paris is committed to becoming the hub of its community: a place where all people, especially families and community members, feel safe, valued, and welcome. This entails building strong community partnerships that support and exemplify the school’s focus on developing international leaders. Through these partnerships, Paris will provide access to the services that its students and families

need in order to be healthy, productive, and engaged members of the community. The goal is to add value to the community and engender a sense of shared ownership among the school's constituents.

Multiple surveys conducted in the last two years indicate an overwhelming demand for a variety of services and supports to be located at Paris. Direct requests of a similar nature are heard constantly by front office staff and administrators. Additionally, a significant body of evidence suggests parent and community involvement in schools improves students' attendance, grades, social skills, and postsecondary outcomes. Student data at Paris indicates low attendance rates and a widespread lack of student engagement, suggesting that Paris is poised to benefit from developing more frequent and substantive community-school engagement.

## 2. Detailed Description of Innovation

Paris intends to become the true hub of its community. It will be a place where people not only feel comfortable going, but actively want to go. In order to create a welcoming and supportive environment, Paris will respond to the express needs of its families by improving community access to certain critical services and resources. The school will begin by offering health information and education, resource lists and community connections that improve access to legal services, and adult education, including ESL classes and supports for job seekers. These supports will be offered outside of school hours in an existing part of the building. In the long term, Paris hopes to fully repurpose a part of its building to become a miniature community center that provides more extensive supports.

## 3. Conditions for Innovation

Making Paris a hub of its community will be a time- and resource-intensive process that will likely evolve over the course of several years. No waivers are required to implement this innovation. Significantly, this innovation will require extensive community outreach, collaboration, and partnerships. The school must demonstrate its ability to serve effectively before it can become a trusted resource to the community as a whole. School staff and leaders will need to devote considerable time to building strong and lasting relationships with families and local organizations in order for the Paris community hub to come to fruition. All staff at the school will need to become culturally-responsive and competent in order to encourage participation from all corners of the diverse Paris community. The school will also need to responsively allocate financial resources in order to provide the proposed services and provide adequate translation and interpretation services for the school's second language population.

## 4. Anticipated Outcomes

By improving parent and community engagement at Paris, student engagement will improve as well. Importantly, this innovation will lead to improved student-family relationships, including the level of academic support students receive at home. Combined with improved access to basic necessities and resources, families will be in a better position to support the whole child, ensuring that students are prepared to succeed when they walk through the doors at Paris. In the long term, this will lead to increased student achievement and self-efficacy, setting the stage for student success within and beyond the classroom at Paris.

## B. Community Partnerships

### 1. Overview Rationale

Becoming the hub of the community means, on the one hand, that Paris must increase its presence among its many stakeholders and, on the other hand, that stakeholders are encouraged to grow their presence within the school. Ultimately, Paris envisions being able to marshal the resources and expertise of the entire community to continuously and comprehensively support students' learning. Along with the other innovations proposed herein, a strong network of community partnerships will enable Paris to foster the development of local and international leaders who have the 21st century skills they need to succeed in school, career, and life.

In addition to supporting mentorships, enrichment activities, and other programming at Paris, community partnerships should provide opportunities for students and families to develop a sense of cultural and global awareness, international citizenship skills, and relationships that increase families' sense of connectedness to the broader community around them. Student and family demographics at Paris, along with the influx of refugee and immigrant families in the last several years, make for a diverse school community made up of a significant number of newcomers to Aurora and, in many cases, America. This diversity is a strength at Paris, and in order to leverage this diversity, the school will increase its commitment to grow partnerships that reflect its unique community. Community partnerships will also enable Paris to meaningfully integrate curriculum and resources from the International Studies School Network into its instructional model.

### 2. Detailed Description of Innovation

Community partners will span a wide array of cultural resources, businesses, civic organizations and leaders, and service providers. Partners will be identified and selected based on the needs of students and families at Paris. For instance, when a new family enrolls at the school, that family will be paired with another family who speaks the same home language, provided connections to resources and services such as English language acquisition and basic needs (e.g., housing, health care), and other supports to assist with cultural integration and establishing life in the community. Partners will also be selected based on the interest and demand for enrichment activities and mentorships. Families themselves will be treated as community partners who bring valuable experience, expertise, and connections to the school.

### 3. Conditions for Innovation

Strong lines of communication are the most important condition for ensuring the development and success of community and family partnerships at Paris. The school's Community Coordinator will need time to meet with new families as they enter the school, as well as research and connect with community organizations that provide supports to Paris families. Resources and personnel will need to be devoted to outreach, particularly in the form of translation and interpretation.

### 4. Anticipated Outcomes

Community and family partnerships will allow students to contextualize and apply their learning, especially as it pertains to 21st century skills and international leadership. Additional community

partnerships will also increase and diversify opportunities for student engagement. Students will become better problem solvers and strong advocates for themselves and their families. In turn, Paris will narrow achievement and opportunity gaps and utilize the resources and expertise of the community to support student learning.

## SECTION V: BUDGET AND OPERATIONS

### A. Budget Alignment

#### 1. Overview and Rationale

In order to support implementation of the proposed innovations, Paris is committed to annually aligning its budget to the needs of its staff and instructional model. Innovation status will support responsive resourcing at Paris that allows for flexible staffing, more inclusive and collaborative decision-making processes, and targeted adjustments that better fit the local context at Paris. Paris will develop an annual budget review and decisionmaking process that is flexible and transparent and enables the school to address changing student needs over time.

#### 2. Detailed Description of Innovation

Responsive resourcing at Paris is critical to fully and effectively implementing innovations in instruction, human capital, culture and climate, and the development of family and community partnerships. Every year, staff and administrators will collaborate to prioritize staff and student needs in terms of professional development, instructional resources, and other materials and resources that support the school’s mission and implementation of its proposed innovations. The school’s leadership team will review all supplemental funding sources and determine how to utilize these sources to ensure maximum financial support for Paris. The leadership team will then draft and present budget scenarios, based on prioritized needs and available funding sources, as well as make recommendations to the administration.

For instance, Paris anticipates needing substantial coaching in the first several years of Innovation status in order to equip its young and relatively inexperienced teaching staff with the skills they need to successfully implement the school’s new instruction model. A similar scenario could also occur in the future, should Paris have a significant number of new hires in any given year. As staff become more effective and require less coaching support, those funds would be reallocated to support other, higher-priority needs, such as resources for small group interventions, or updated curricular materials.

#### 3. Conditions for Innovation

There are several important conditions for implementing an aligned budgeting process. First, Paris needs to be able to utilize zero-based budgeting, which will allow for greater control at the school level and free up resources that can be used for high-priority needs. Second, the school will need technical assistance and support from the APS Division of Finance in order to effectively develop and administer its budget. Lastly, administrators at Paris will need to continue working closely with APS’s Department of Grants and Federal Programs in order to optimize the use of Title I funds in a way that

supports the implementation of its Title I Schoolwide Plan.

**4. Anticipated Outcomes**

The effects of zero-based budgeting and responsive resourcing will manifest gradually over time. Even in the short-term, however, this innovation will enable Paris to target staff and student needs more quickly and specifically, and thus will help to shore up key deficiencies at the school in a more timely manner. The ability to make rapid course corrections also means that Paris can ensure consistent successful implementation of innovations on a more regular basis; as a consequence, fewer resources will be wasted on ineffective programs. Staff engagement and job satisfaction will also improve as they gain a greater voice in school-wide decision-making and develop a common vision with their colleagues.

**B. Budget and Policy - IN PROCESS.**

**1. School Budget and Funding Steams Overview**

IN PROCESS.

**Summary Budget: IN PROCESS.**

School Name:	2016-17	2017-18	2018-19	2019-20	2012-21
<b>Number of Students</b>					
Per Pupil Revenue					
State & Federal Grant Funds					
Other Sources (i.e. savings from actuals v. averages)					
<b>Total Revenue</b>					
Instructional Salaries & Benefits					
Instructional Services / Supplies					
Other Instructional Expenses					
<b>Total Instructional Expenditures</b>					
Supporting Services Salaries & Benefits					
Other Supporting Services Expenses					
<i>Total Supporting Services Expenditures</i>					
<b>Total Expenses</b>					
<b>NET INCOME</b>					

## Expected Outcomes: Improvement in Academic Achievement

<b>1. School performance goals and expected outcomes for improvement in academic achievement.</b>
<b>IN PROCESS</b>

*SAMPLE PERFORMANCE TARGETS TABLE (Modify as necessary):*

School Performance Targets (Innovation Years 1-4) <sup>1</sup>								
	Expected PARCC (MGP) (Grades 4-10)	Expected PARCC % Proficient-Reading (Grades 3-10)	Expected PARCC % Proficient-Math (Grades 3-10)	Expected PARCC % Proficient – Writing (Grades 3-10)	Expected CMAS %Proficient - Science (Grades 3-10)	Expected CMAS % Proficient – Social Studies (Grades 4, 7, 12)	Expected Early Reading Assessment % on grade level (Grade 3)	Expected MGP WIDA-Access
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								

## Conditions Necessary for Innovation: Waivers

### SUMMARY OF REQUIRED CHANGES

**Paris seeks specific conditions necessary to support and implement the innovation plan:**

IN PROCESS.

**Paris will comply with all waived statutes and policies and will be accountable for positive results.**

IN PROCESS.

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. Additionally, <Insert **ZONE language...**>

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.

### A. DISTRICT POLICY WAIVERS

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

**Paris 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
- GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules
- IC/ICA: School Year/ School Calendar
- ID: School Day
- IJJ/IJK: Textbook Selection and Adoption/ Supplementary Materials Selection and Adoption
- IKA: Grading and Assessment Systems

**DRAFT: Request for Waivers from District Policy**

District Policy	GCE/GCF: Professional Staff Recruiting/ Hiring ( <a href="#">GCE/GCF</a> )	Area of Impact: Talent Management – Hiring
<p align="center"><b>Policy Language/ Summary</b></p>	<p><b>Recruiting</b></p> <p>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.</p> <p><b>Background Checks</b></p> <p>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.</p> <p><b>Hiring</b></p> <p>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.</p> <p><b>Appointment of Candidates</b></p>	

	<p>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.</p> <p>GCE-GCF-R:</p> <p>To maintain control and continuity in the hiring and transferring of teachers, no one other than the Division of Human Resources is to make a commitment for employment or assignment. All scheduling of interviews and decisions on employment status are communicated to applicants through the Division of Human Resources. The procedures followed in the hiring process are described in the policy GCE-GCF-R.</p>	
<p><b>Rationale for Innovation</b></p>	<p>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.</p>	
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT] Recruiting</b></p> <p>Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel and determination of compensation to the innovation school. While, the APS Human Resources Department will continue to provide support in professional staff recruitment and hiring, the school principal and leadership team, in alignment with the innovation plan, has the authority to determine the personnel needs of the school and to locate suitable candidates for employment. Any present employee of the Board may apply for a position for which s/he is qualified and meets other stated requirements. The superintendent will retain authority over recruitment and hiring decisions for school principals.</p> <p><b>Hiring</b></p> <p>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.</p> <p>GCE-GCF-R:</p> <p>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).</p>	
<p><b>District Policy</b></p>	<p><b>GCK: Professional Staff Assignments and Transfers</b> (<a href="#">GCK</a>)</p>	<p><b>Area of Impact:</b> Talent Management – Teacher Hiring</p>

<p><b>Policy Language/ Summary</b></p>	<p>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).</p> <p>The following reassignment categories are not considered transfers and do not require approval by the Board of Education: 1. Reassignment to a different grade level or area of instruction within a building; and 2. Reassignment of special teachers and special education teachers within their area of expertise.</p> <p>The three consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity will not be included in computing the probationary period.</p>	
<p><b>Rationale for Innovation</b></p>	<p>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.</p>	
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> 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.</p>	
<p><b>District Policy</b></p>	<p><b>GDJ: Classified Staff Assignments and Transfers</b> (<a href="#">GDJ</a>)</p>	<p><b>Area of Impact:</b> Talent Management – Staff Transfers</p>
<p><b>Policy Language/ Summary</b></p>	<p>Classified employees shall be assigned only to those positions for which the Superintendent of Schools deems they are qualified.</p> <p>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.</p>	
<p><b>Rationale for Innovation</b></p>	<p>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.</p>	
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> 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</p>	

	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.	
<b>District Policy</b>	<b>GCFC – Professional Staff Licensing and Credentialing</b> ( <a href="#">GCFC</a> )	<b>Area of Impact:</b> Talent Management – Teacher Licensure
<b>Policy Language/ Summary</b>	<p>Employment - License Requirement</p> <p>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.</p> <p>Services - Disbursements</p> <p>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.</p> <p>Qualifications - Licensed Administrators</p> <p>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.</p>	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	[DRAFT] The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction 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.	
<b>District Policy</b>	<b>GCB: Professional Staff Contracts and Compensation</b> ( <a href="#">GCB</a> )	<b>Area of Impact:</b> Talent Management –

	Teacher Contracts	
<b>Policy Language/ Summary</b>	<p><b>CONTRACTED EMPLOYEES</b></p> <p>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.</p> <p><b>NON-CONTRACTED EMPLOYEES</b></p> <p>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.</p> <p><b>NON-PROBATIONARY TEACHER</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>Rationale for Innovation</b>	<p>To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the <b>authority to waive nonprobationary status.</b> Paris 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.</p>	
<b>Replacement Policy</b>	<p><b>[DRAFT] IN PROCESS</b></p>	
<b>District Policy</b>	<p><b>GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules</b> (<a href="#">GCBA</a>)</p>	<p><b>Area of Impact:</b> Talent Management – Compensation</p>
<b>Policy Language/ Summary</b>	<p>Employees of the District shall be paid in accordance with the salary schedules or individual contracts adopted by the Board of Education. Placement of an employee on the appropriate salary schedule shall be made by the chief personnel officer, consistent with the policies adopted by the Board of Education and with established regulations.</p>	

	The salary schedules and details are further outlined in the accompanying APS Policies to GCBA (GCBA-1-E, GCBA-2-E, GCBB-R, and GCBB-1-E).	
<b>Rationale for Innovation</b>	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay. The school will pursue a differentiated compensation structure.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> Employees of <b>the school</b> shall be paid in accordance with the salary schedules or individual contracts adopted by <b>the school, in accordance with the innovation plan</b>. Placement of an employee on the appropriate salary schedule shall be made by <b>the school leadership</b>, consistent with the policies adopted by the Board of Education and with established regulations, <b>as well as the flexibilities sought through the innovation plan</b>.</p> <p><b>The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with the ILT and any delegated staff leadership team, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</b></p> <p><b>The ILT staff committee designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any supplemental or differentiated compensation will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open</b></p>	
<b>District Policy</b>	<b>IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR (IC/ICA)</b>	<b>Area of Impact:</b> Calendar and Schedule
<b>Policy Language/ Summary</b>	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.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<p><b>[DRAFT 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1<sup>st</sup>, 2016. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</b></p> <p><b>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.</b></p>	

District Policy	ID: SCHOOL DAY (ID)	Area of Impact: Calendar and Schedule
<b>Policy Language/ Summary</b>	<p>As stated in C.R.S. 22-32-109(n)(I), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation].</p> <p style="padding-left: 40px;">Half-day kindergarten: 450 hours per school year</p> <p style="padding-left: 40px;">Full-day kindergarten: 900 hours per school year</p> <p style="padding-left: 40px;">Grades one through five: 990 hours per school year</p> <p>The district recognizes the need for teachers to extend the normal school day for elementary students in order to provide extra help for students who have been absent; require additional assistance to master a subject; or to enforce penalties for the proper management of student behavior. Teachers may utilize recess or before/after school time for these purposes. If the student's school day is to be extended, efforts will be made to contact the parent. Extension of the student's school day may be no longer than 15 minutes without prior parent permission.</p> <p>C.R.S. 22-32-109(n)(II)(A) further states that actual hours of teacher-pupil instruction and teacher-pupil contact may be reduced to no fewer than [the hours indicated in the regulation].</p> <p style="padding-left: 40px;">Half-day kindergarten: 435 hours per school year</p> <p style="padding-left: 40px;">Full-day kindergarten: 870 hours per school year</p> <p style="padding-left: 40px;">Grades one through five: 968 hours per school year</p> <p>ID indicates the district's minimum school day length requirements.</p> <p style="padding-left: 40px;">Half-day kindergarten shall be two hours and forty-five minutes long.</p> <p style="padding-left: 40px;">Full-day kindergarten shall be six and one-half hours long, exclusive of lunch.</p> <p style="padding-left: 40px;">Elementary school (grades 1 through 5) shall be six and one-half hours long, exclusive of lunch.</p> <p>Extension of Elementary and K-8 School Day</p> <p>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.</p> <p>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.</p>	

<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1<sup>st</sup>, 2016. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>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.</p>	
<b>District Policy</b>	<b>IJJ/IJK: TEXTBOOK SELECTION AND ADOPTION/ SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION</b> ( <a href="#">IJJ/IJK</a> )	<b>Area of Impact:</b> Educational Program
<b>Policy Language/ Summary</b>	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education.</p> <p>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.</p>	

	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>Rationale for Innovation</b></p>	<p>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.</p>
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> I. <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.</i></p> <p>II. <i>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.</i></p> <p>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. <i>Innovation schools will retain the authority to adopt additional research-based materials in support of the innovation plan.</i></p> <p>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.</p> <p>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.</p> <p>VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education. <i>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.</i></p> <p>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.</p> <p>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.</p>

	<p>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. <b>Innovation schools will retain the authority to adopt and reapprove additional research-based materials in support of the innovation plan.</b></p> <p>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. <b>Innovation schools will retain the authority to purchase and use additional research-based instructional computer software in support of the innovation plan.</b></p> <p><b>Procedure for making changes to existing policy</b></p> <p>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.</p> <p>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.</p>	
<b>District Policy</b>	<b>IKA: Grading and Assessment Systems</b> ( <a href="#">IKA</a> )	<b>Area of Impact:</b> Educational Program
<b>Policy Language/ Summary</b>	<p>District Assessment System</p> <p>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.</p> <p>Additional Assessment Information for Parents/Guardians</p> <p>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.</p> <p>Classroom Assessment System</p> <p>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</p>	

	<p>improve their learning.</p> <p>Student progress communication to parents/guardians</p> <p>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.</p> <p>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.</p> <p>Criteria for grading student progress will be prescribed by the Superintendent of Schools.</p> <p>IKA-R: Grading System</p> <p>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.</p>
<p><b>Rationale for Innovation</b></p>	<p>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.</p>
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> 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.</p> <p>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.</p>

## B. STATE STATUTE & RULES WAIVERS

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

**Paris seeks specific State Statute Waivers and Flexibilities necessary to effectively support and implement the innovation plan.**

Paris acknowledges that Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act.<sup>1</sup> 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:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• C.R.S. 22-32-109(1)(f)</li> <li>• C.R.S. 22-63-206</li> <li>• C.R.S. 22-63-201</li> <li>• C.R.S. 22-63-402</li> <li>• C.R.S. 22-63-202</li> <li>• C.R.S. 22-63-203</li> <li>• C.R.S. 22-63-301</li> <li>• C.R.S. 22-63-302</li> </ul> | <ul style="list-style-type: none"> <li>• C.R.S. 22-63-401</li> <li>• C.R.S. 22-9-106</li> <li>• C.R.S. 22-32-109(1)(n)(I)</li> <li>• C.R.S. 22-32-109(1)(n)(II)(A)</li> <li>• C.R.S. 22-32-109(1)(n)(II)(B)</li> <li>• C.R.S. 22-32-109(1)(t)</li> </ul> |
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DRAFT: Request for Waivers from State Statute		
State Statute	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay <a href="#">(109)</a>	Area of Impact: Talent Management – Hiring
Statute Description	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.	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay (interacts with 22-	

<sup>1</sup> 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.

	63-201 & 22-63-206).	
Replacement Policy	<p><b>[DRAFT]</b> 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 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.</p> <p>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).</p> <p>The superintendent will retain authority over recruitment and hiring decisions for school principals.</p>	
State Statute	C.R.S. 22-63-206 Local board duties concerning school calendar <a href="#">(206)</a>	Area of Impact: Talent Management – Staff Transfers
Statute Description	<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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</p>	

	<p>insurance and retirement benefits.</p> <p>(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.</p>	
<b>Rationale for Innovation</b>	<p>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) &amp; 22-63-201).</p>	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> 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.</p>	
<b>State Statute</b>	<p><b>C.R.S. 22-63-201 Teacher Employment Act-Compensation &amp; Dismissal Act-Requirement to hold a certificate</b> <a href="#">(201)</a></p>	<p><b>Area of Impact:</b> Talent Management – Teacher Hiring and Licensure</p>
<b>Statute Description</b>	<p>(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.</p> <p>(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.</p> <p>(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.</p>	
<b>Rationale for Innovation</b>	<p>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects (interacts with 22-32-109(1)(f) &amp; 22-63-206).</p>	
<b>Replacement</b>	<p><b>[DRAFT]</b> The school will employ highly qualified and licensed teachers for teaching of core content</p>	

<b>Policy</b>	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.	
<b>State Statute</b>	<b>C.R.S. 22-63-402 Teacher Employment Act-Certificate required to pay teachers (402)</b>	<b>Area of Impact:</b> Talent Management – Teacher Hiring and Licensure
<b>Statute Description</b>	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.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<b>[DRAFT]</b> The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.	
<b>State Statute</b>	<b>C.R.S. 22-63-202 Teacher Employment Act- Contracts in writing, damage provision (202)</b>	<b>Area of Impact:</b> Talent Management – Contracts
<b>Statute Description</b>	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing. (2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless [otherwise stated].</p> <p>(c.5)(III)(A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a</p>	

	<p>school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.</p> <p>(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22- 2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.</p>
<p><b>Rationale for Innovation</b></p>	<p>To strategically exit low performing staff and recruit/retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to establish its own hiring and termination and dismissal policies and procedures.</p>
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-203, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.</p>

	<b>IN PROCESS</b>	
<b>State Statute</b>	<b>C.R.S. 22-63-203 Teacher Employment Act- Requirements for probationary teacher, renewal &amp; nonrenewal (203)</b>	<b>Area of Impact:</b> Talent Management – Teacher Contracts
<b>Statute Description</b>	(1)(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment. (2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<b>[DRAFT]</b> The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. <b>IN PROCESS</b>	
<b>State Statute</b>	<b>C.R.S. 22-63-301 Teacher Employment Act- Grounds for dismissal (301)</b>	<b>Area of Impact:</b> Talent Management – Dismissal
<b>Statute Description</b>	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.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<b>[DRAFT]</b> The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, 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. <b>IN PROCESS</b>	
<b>State Statute</b>	<b>C.R.S. 22-63-302 Teacher Employment Act-Procedures for</b>	<b>Area of Impact:</b> Talent Management –

	<b>dismissal of teachers</b> ( <a href="#">302</a> )	Dismissal
<b>Statute Description</b>	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(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 <a href="#">section 22-63-301</a>. 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.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to <a href="#">section 22-60.5-107 (2.5)</a> 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.</p> <p>(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.</p> <p>(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing</p>	

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

	<p>41.1 of the Colorado appellate rules.</p> <p>(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: <a href="#">Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S.</a>, or <a href="#">section 18-6-301, C.R.S.</a>, 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 <a href="#">section 18-18-102 (5), C.R.S.</a> (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).</p>	
<b>Rationale for Innovation</b>	<p>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.</p>	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, 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.</p> <p><b>IN PROCESS</b></p>	
<b>State Statute</b>	<p><b>C.R.S. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule (401)</b></p>	<p><b>Area of Impact:</b> Talent Management – Compensation</p>
<b>Statute Description</b>	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p> <p>(2) If a district chooses to adopt a salary schedule, the board shall place each teacher in the school district on the salary schedule at a level at least commensurate with, but not limited to, each teacher's education, prior experience, and experience in the district as provided in the salary schedule.</p> <p>(3) The adopted salary schedule, policy, or combination schedule and policy shall not be changed or modified during the school year in a manner so as to reduce the salary of a teacher for such school year; but the reassignment of a teacher with a reduction in salary pursuant to <a href="#">section 22-63-206 (2)</a> or (3) shall not be included within the limitations of this subsection (3).</p> <p>(4) The salary or compensation of any teacher may be changed for any succeeding school year in accordance with the salary schedule, policy, or combination schedule and policy adopted by the employing board. There shall be no reduction in the salary of any classroom teacher unless there is a general reduction in the salaries of all teachers in the district according to the adopted salary schedule,</p>	

	<p>policy, or combination schedule and policy.</p> <p>(5) The trustee or trustees of a trust for the benefit of a teacher compensation system in a school district coterminous with a city and county shall manage and invest the funds and assets held in trust pursuant to the standards and other provisions for trustees set forth in the "Colorado Uniform Prudent Investor Act", article 1.1 of title 15, C.R.S.</p>	
<b>Rationale for Innovation</b>	<p>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay.</p>	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> Employees of <b>the school</b> shall be paid in accordance with the salary schedules or individual contracts adopted by <b>the school, in accordance with the innovation plan</b>. Placement of an employee on the appropriate salary schedule shall be made by <b>the school leadership</b>, consistent with the policies adopted by the Board of Education and with established regulations, <b>as well as the flexibilities sought through the innovation plan</b>.</p> <p><b>The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with the ILT and any delegated staff leadership committee, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</b></p> <p><b>The ILT staff committee designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any supplemental or differentiated compensation will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</b></p>	
<b>State Statute</b>	<p><b>C.R.S. 22-9-106 Local board duties concerning performance evaluations</b> (<a href="#">106</a>)</p>	<p><b>Area of Impact:</b> Talent Management - Performance Evaluation</p>
<b>Statute Description</b>	<p>(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.</p> <p>(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</p>	

	received education and training approved by the department of education.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> 1.5(a) In accordance with the innovation plan, the school may develop and adopt its own personnel evaluation system, which will comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.</p> <p>4(a) The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Pursuant to state regulations, evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.</p> <p>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.</p>	
<b>State Statute</b>	<b>22-32-109(1)(n)(l), C.R.S. Local board duties concerning school calendar</b> ( <a href="#">109</a> )	<b>Area of Impact:</b> Calendar and Schedule
<b>Statute Description</b>	(n)(l) 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 (l) 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 (l) upon application therefor by the board of education of the district.	
<b>Rationale for Innovation</b>	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)(l) to determine its own school year and school day calendar.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1<sup>st</sup>, 2016. Staff will have an opportunity to consent to calendar changes prior to</p>	

	<p>approval of the final calendar for the following school year.</p> <p>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.</p>	
<b>State Statute</b>	<b>22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours</b> <a href="#">(109)</a>	<b>Area of Impact:</b> Calendar and Schedule
<b>Statute Description</b>	(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.	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1<sup>st</sup>, 2016. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>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.</p>	
<b>State Statute</b>	<b>22-32-109(1)(n)(II)(B), C.R.S. Adopt District calendar</b> <a href="#">(109)</a>	<b>Area of Impact:</b> Calendar and Schedule
<b>Statute Description</b>	(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.	

<p><b>Rationale for Innovation</b></p>	<p>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.</p>	
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1<sup>st</sup>, 2016. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>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.</p>	
<p><b>State Statute</b></p>	<p><b>22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)</b></p>	<p><b>Area of Impact:</b> Educational Program</p>
<p><b>Statute Description</b></p>	<p>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;</p>	
<p><b>Rationale for Innovation</b></p>	<p>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.</p>	
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b> 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.</p> <p>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.</p> <p>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.</p>	



## C. COLLECTIVE BARGAINING AGREEMENT WAIVERS

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

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

### IN PROCESS

Paris 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. Paris 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. Paris 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 11: Compensation - *To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay at or above the district minimum base compensation. The school may also differentiate its incentive structures to support this.*
- 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. The school will differentiate its evaluation system to prioritize specific components for different levels of staff experience. 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.*

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

<b>CBA Article/ Section</b>	<b>Article 19: Teacher Transfers</b>	<b>Area of Impact:</b> Talent Management – Staff Transfers
<b>Article Summary</b>	<p>A. General Considerations</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>B. Voluntary Transfers</p> <p>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)</p> <p>C. Involuntary Transfers</p> <p>1. Teachers shall not be assigned without their consent to any position outside their areas of professional</p>	

competence. (2014)

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

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

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

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

6. When a building must involuntarily transfer a teacher due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be the last non-probationary person hired into the building in the program area being reduced and is deemed effective by the existing evaluation system, unless there is a compelling need in the building to retain the teacher. The principal will then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below. (2014)

#### D. Mutual Consent Transfer Procedures

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

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

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

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

	<p>time commencing on April 1 and concluding on September 1. (2014)</p> <p>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)</p>	
<b>Rationale for Innovation</b>	<p>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.</p>	
<b>Replacement Policy</b>	<p><b>[DRAFT] The school may refuse direct placements or involuntary transfers of personnel as initiated by the district.</b></p> <p><b>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..</b></p> <p>When a building must involuntarily transfer a <b>staff member</b> 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 <b>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.</b> The principal <b>will not be required to then</b> 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.</p> <p><b>The school will have the authority to determine which staff are contributed to the district hiring pool.</b></p>	
<b>CBA Article/ Section</b>	<b>Article 20: Reduction in Force</b>	<b>Area of Impact: Talent Management – Staff Transfers</b>
<b>Article Summary</b>	<p>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)</p> <p>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)</p> <p>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)</p>	

	<p>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)</p> <p>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)</p> <p>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)</p> <p>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.</p> <p>b. Length of service in the School District. (2014)</p> <p>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)</p> <p>a. Education, licensing endorsements and other professional qualifications (2014)</p> <p>b. Probationary and non-probationary status (2014)</p>
<p><b>Rationale for Innovation</b></p>	<p>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. Paris 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.</p>
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT] 6. The school shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected. The school will have the authority to determine which personnel are contributed to the district pool, based on performance evaluations and effectiveness in accordance with the innovation plan. Length of service in the school and school district</b></p>

	and education, licensing endorsements, and other professional qualifications will then be considered.	
<b>CBA Article/ Section</b>	<b>Article 1: Definitions</b>	<b>Area of Impact:</b> Talent Management – Teacher Hiring and Licensure
<b>Article Summary</b>	The terms “teachers” and “teaching staff” shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special assignment. (2014)	
<b>Rationale for Innovation</b>	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.	
<b>Replacement Policy</b>	<b>[DRAFT]</b> 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.	
<b>CBA Article/ Section</b>	<b>Article 11: Compensation</b>	<b>Area of Impact:</b> Talent Management – Compensation
<b>Article Summary</b>	<p>1. The minimum salary for full-time employees covered by this Agreement shall be as set forth in Appendix A. Employees working less than full time shall receive a prorated salary in the same ratio as their pro rata duty day is to a full-time employee's duty day. Teachers who are requested to and voluntarily assume an additional class during the duty day and beyond the established building schedule shall be paid at a rate calculated using a 187 (or 190) day calendar. (2014)</p> <p>3. The salary schedule in this Agreement is based upon a total of 187 duty days for returning employees and 190 duty days for employees who were not regularly assigned employees in the District during the previous school year. (2014)</p> <p>4. Duties performed after the normal school hours are considered part of the professional responsibility of the employee, and Appendix A includes compensation for all extra-duty activities except as provided in Sections 6 through 15 of this Article. (2014)</p>	
<b>Rationale for Innovation</b>	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay.	
<b>Replacement Policy</b>	<p><b>[DRAFT]</b> Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan.</p> <p>The school will use the district's compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget</p>	

	<p><b>allocation and school needs.</b> School leadership, in collaboration with the ILT and any delegated staff leadership team, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</p> <p>The ILT staff committee designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any supplemental or differentiated compensation will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p> <p>The school reserves the right to require additional teacher duty days necessary to build faculty skills to sufficiently address performance challenge root causes and implement the innovation plan. The extra-duty days will be compensated according to the existing district base compensation model or an alternative compensation structure as adopted through the process detailed above. Any changes to teacher working conditions will be outlined in the waiver for AEA Master Agreement Article 13. Faculty impacted by any changes to working conditions as detailed through the innovation plan will be made aware of those changes and have the opportunity to consent.</p>	
<p><b>CBA Article/ Section</b></p>	<p><b>Article 36: Performance Evaluation</b></p>	<p><b>Area of Impact:</b> Talent Management - Performance Evaluation</p>
<p><b>Article Summary</b></p>	<p>A. General Considerations:</p> <ol style="list-style-type: none"> <li>1. All teachers will be evaluated annually. (2014)</li> <li>2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals’ designee as outlined below. (2014) <ol style="list-style-type: none"> <li>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)</li> </ol> </li> </ol> <p>B. Observations:</p> <p>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)</p> <p>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)</p> <p>INFORMAL</p> <p>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)</p>	

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

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

#### C. Evaluation Procedures

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

MID YEAR REVIEW procedures are outlined in Article 36.

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

#### D. Ineffective Performance:

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

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

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

#### E. Evaluation Appeals

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

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

K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the

	<p>following school year as a probationary employee. (2015)</p> <p>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)</p>
<p><b>Rationale for Innovation</b></p>	<p>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.</p>
<p><b>Replacement Policy</b></p>	<p><b>[DRAFT]</b></p> <p>A. General Considerations</p> <ol style="list-style-type: none"> <li>All teachers at the school will be evaluated annually.</li> </ol> <p>B. Observations</p> <p>FORMAL</p> <ol style="list-style-type: none"> <li>Formal observations consist of a visitation of a class period or a class lesson, meeting or training. <b>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 six times per year.</b></li> <li><b>In accordance with the innovation plan, evaluators of all teachers who have received an ineffective rating will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of all teachers who have received an effective rating will conduct a minimum of one (1) formal observation prior to the end of January.</b></li> </ol> <p>INFORMAL</p> <ol style="list-style-type: none"> <li>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. <b>Informal observations will be conducted a minimum of six times per year. Additional informal feedback and observations may be solicited from select peer teachers as detailed in the innovation plan.</b></li> <li>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)</li> <li>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)</li> </ol> <p><b>Evaluation timelines and details will be determined by school leadership and shared with staff each year prior to the upcoming school year.</b></p>

	D. Ineffective Performance - <b>IN PROCESS</b> E. Evaluation Appeals - <b>IN PROCESS</b>	
<b>CBA Article/ Section</b>	<b>Article 13: Teacher Duty Day and Teaching Hours</b>	<b>Area of Impact:</b> Calendar and Schedule
<b>Article Summary</b>	<p>TEACHER DUTY DAY</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>PLAN TIME AND SUPERVISION</p> <p>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)</p> <p>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</p>	

	<p>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)</p> <p>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)</p> <p>PARENT TEACHER CONFERENCES</p> <p>16. In addition to the meetings permitted by Sections 14 and 15 of this Article, principals at individual schools may, but shall not be required to, schedule up to four (4) evenings per school year for mandatory attendance by teachers at additional parent-teacher conferences, which conferences shall not exceed three and three-quarter (3 ¾) hours each. If such additional parent-teacher conferences are held, for every seven and one-half (7 ½) hours of conference time the principal shall eliminate one (1) teacher duty day, which is not also an instructional or student contact day for teachers in that building.</p> <p>TEACHER WORK DAY</p> <p>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)</p>
<p><b>Rationale for Innovation</b></p>	<p>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.</p>
<p><b>Replacement Policy</b></p>	<p>[DRAFT]</p> <p>TEACHER DUTY DAY</p> <p>1. <b>The length of the student school day shall be determined by the school in accordance with the innovation plan, prior to the end of the 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 1<sup>st</sup> each year. For the first school year of implementation (2016-2017), the final calendar will be</b></p>

determined by April 1<sup>st</sup>, 2016. 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 schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014)

3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). **The school shall determine the teacher duty day and teacher “contact time,” which may exceed 30 hours per week, in accordance with the innovation plan, including passing time.**

#### PLAN TIME AND SUPERVISION

10. Teachers in elementary schools shall have **90 minutes of daily non-contact time during the duty day.** By action of the principal in consultation with **other school-based teams, 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.** Principal 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. **In addition to this, principals may require collaborative planning during teacher's noncontact time a minimum of one time per week. 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.**

#### PARENT TEACHER CONFERENCES - IN PROCESS

## **Appendix A: Evidence of Majority Support from Administrators, Teaching Staff, and the School Accountability Committee**

Applicants **are required** to provide:

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

## **Appendix B: Evidence of Support from Additional School Community Stakeholders**

1. Applicants **are required** to provide a statement of the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school. *Note: This does not require majority evidence.*
2. Applicants may also include any available evidence of support from students, parents/guardians, community members/groups.
3. Applicants may also include any evidence of support from identified community partners, organizations, agencies, consultants, or other stakeholder groups.

## **Appendix D: Unified Improvement Plan (UIP)**

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