

PEAK

Vista PEAK Campus Innovation Plan

Aurora Public School
October 2017

Aurora Public Schools
Vista PEAK



TABLE OF CONTENTS

Table of contents	Page 2
Overview	Page 3
Key Changes from Original Plan	Page 4
Vision & Philosophy	Page 6
Educational Plan	Page 6
Instructional Philosophy & Approach	Page 8
Delivery of Educational Services	Page 8
Assessments	Page 9
Academic Achievement Goals & Gains	Page 12
Human Resources Management	Page 14
School Governance & Parent Engagement	Page 16
Budget	Page 18
Waivers & Rationale	Page 18
Selection of Staff	Page 27
Appendix A: Exploratory and Preparatory Evaluation Reports	Page 29
Appendix B: Statements of Support	Page 30

VISTA PEAK INNOVATION RENEWAL APPLICATION

I. INTRODUCTION

School Name: *Vista PEAK Exploratory & Vista PEAK Preparatory*

School Leaders: *Garrett Rosa, Yolanda Greer, Craig Lyle, Karla Neely, Larry Thigpen, Katrisha Rinnan*

Date of Renewal Application: *October 10th, 2017*

A. Overview

In VISTA 2010, the concept of a P-20 campus was envisioned as part of the district's strategic plan to ensure a seamless continuum of instruction alignment pre-school through post-secondary. In VISTA 2015, the stated goal for Vista PEAK was to provide four academic and career pathways for student engagement and success that support postsecondary and workforce readiness. From its inception, the school was expected to encourage innovation and ensure 21st century technology support for learning. From the beginning, VP was on a course to seek Innovation School status after its first year of operation (May 2011) in order to provide a seamless, aligned P-20 campus.

Because the innovation requests were within the span of control of the Aurora Public Schools Board of Education, the plan did not need to be submitted to the State Board of Education. Since APS had established agreements, processes and a mutually agreed-upon philosophy for Pilot Schools, the Innovation request format followed the Pilot School application model. (Pilot Schools may not exceed a student enrollment of 600 students.)

Vista PEAK has completed seven years of operations, of which six years have been as an Innovation School. In 2010 the VP Exploratory opened with grades P-9. After its first year of operations, Innovation status was sought in 2011. In 2011 the VP Preparatory High School opened with 7-10th grades.

The Vista PEAK Innovation Plan and this renewal application includes the entire campus – both Exploratory and Preparatory and references to Vista PEAK or VP in this document refer to the campus unless otherwise specified.

As part of the original Innovation Plan application (page 22), VP agreed to the following:

Academic achievement will be improved as the Vista PEAK P-20 Campus continues to develop within the coalition among major local and state initiatives.

Additionally, overall academic achievement for students enrolled within the Vista PEAK P-20 Campus system will be improved as a result of the innovations it has already established.

Evaluation of annual targets for achievement and academic performance include:

- *Formative ongoing systematic feedback protocols at every grade for students and educators to use.*
- *Interim benchmark or ongoing diagnostic measurements at each grade for students and educators to use.*

- *State mandated and school determined assessments in preschool through second grade for educators to use.*
- *PARCC/CMAS and ACCESS – Summative end-of-year measurements at every grade (three through 11) for state results.*
- *Individual Career Advancement Plans (ICAP's) in grades six through 12 for students and educators to use.*
- *Postsecondary and Workforce Readiness (PWR) through Graduation rates, dropout rates, and PSAT/ SAT scores augmented and linked to ICAPs and Capstone Projects*
- *Number of certifications and college credit obtained*
- *Number of students participating in Pathways/Institutes in high school*
- *Daily attendance rates*
- *Discipline data*
- *Progress and status on Unified Improvement Plan (UIP) (Performance or Improvement status)*
- *Climate & Culture Surveys (staff, student, parent)*

The expected achievement targets for the Board of Education's review that will take place in the fall after three full years of implementation include the bullets below.

- *Exceed the district's median growth percentile on state assessments by content area and subgroups (sped, race/ethnicity, English Learners, Free and Reduced Lunch)*
- *Exceed the district's median growth on district assessments by content area that the school chooses to participate in.*
- *Exceed the district's graduation rate (or expected graduation)*
- *Have lower dropout rate in comparison to district averages*
- *Exceed the percentage of students who obtain additional certifications and college credits and/or degrees compared to the district average*
- *Exceed the district's PWR rate (SAT, graduation and dropout)*

B. Key Changes from Original Plan

Vista PEAK Campus was designed to be a school with lofty goals and high expectations in order to serve as a cutting edge model for innovation in public education. As with any new endeavor, time and experience have provided invaluable lessons on what works, what needs to be refined and what should be changed.

Overall, Vista PEAK P-20 Campus is experiencing great success in reaching its targets and the original innovations are working, especially when the autonomies are supported by the district. These include:

- Vision and Philosophy
- Plans of Study/Pathway & enhanced curriculum campuswide
- Delivery of Educational Services – PD Release Days for teachers
- Standards Assessment and Accountability – Standards Referenced Grading Methods
- Leadership and Governance –Instructional Leadership Team/Operational Leadership Team/EQUITY/Instruction Support Team Leadership Committees
- Successful launch of Project Based Learning to exercise 21st Century Skills
- Professional Learning Autonomy
- Waivers from Master Agreement and Identified District Policies

- Instructional Spaces/Digital Signage/Climate and Culture
- Hiring Protocols and Processes

There are some innovations that are not working or not achieving the desired results and these include:

- Embedded Honors: Not allowing us to push our top students to the levels needed to accelerate their individual growth. Creation of novel courses that extend learning have been generated to ensure we are meeting every student in their zone of proximal development
- District support of/for Innovation School's autonomies for specific support around:
 - Hiring off cycle (as early as post university's' winter graduations) or for hard to fill positions (i.e Math, ELD, ASL, Science)
 - Obtaining lump sum funds for Professional Development, Curriculum, Technology costing that Vista PEAK is designing independently as allowed through bottom-line budgeting
 - Advocacy and support when attempting to obtain new curriculum and resources to support our unique design as allowed through curriculum and textbook waivers and bottom-line budgeting
 - Budget shortfalls led to the elimination of the extended year calendar
 - Approved innovations tied to school funded transportations

In regards to fund distribution when the district provides resources to schools, Vista PEAK can opt to receive said resources or funds so long as used within the intended category for spending as determined by the district. For example, funds for technology purchased with newly adopted math curriculum could have been reassigned for chromebook touchscreens for use across the school day not just in math class.

NOTE: *Both innovations that are working and those that are not are included as part of this Innovation Renewal application in the appropriate sections and explained in more detail. These lists are provided as an overview and guide. Within this document, the areas that are working are described and those that are not working are explained for changes that have or should be made with accompanying rationale.*

Expected targets for the Board are fully addressed under Section V. Innovation: Academic Achievement Goals and Gains.

C. Plan Revision Team Members

Garrett Rosa, Yolanda Greer, Craig Lyle, Katrisha Rinnan, Larry Thigpen, Karla Neely, with input and support from:

- Instructional Leadership Team
- Operational Leadership Team
- Parent Teacher Student Association
- Parent Accountability Committee
- Vista PEAK staff and students

Participants: Leslie Burton, Bryana Serratore, Arianne Mazzotta, Sam Turner, Leslie Pock, Megan Anderson, Shanna O’Dell, Robb Steven, Rebecca Otis Sanders, and Traci Morri.

II. INNOVATION: VISION AND PHILOSOPHY

A. VISION: *To ensure every student who enters the Vista PEAK Campus graduates with a high school diploma, college credits and/or degrees, industry certifications in order to be successful in postsecondary and workforce experiences.*

B. PHILOSOPHY: *Education is real-world and relevant, innovative and connected; where staff and students thrive with choice and responsibility; to cultivate creativity and invention.*

C. INNOVATION STATEMENT: Designation as an Innovation School will allow the appropriate autonomies to augment the unique nature of a 21st century P-20 Campus system. Innovation status will ensure that the Vista PEAK p-20 Campus fully supports the vast range of learning environments for students and staff to become a model of successful P-20 educational reform efforts in the district, state and nation.

III. INNOVATION: EDUCATION PLAN

A. Program Overview

The PEAK in Vista PEAK stands for Prepare, Explore, Access and Knowledge. This acronym was chosen for the school’s name because the P-20 campus is specifically designed to expand the definitions of access, explore and prepare to connect students to postsecondary and workforce readiness (PWR). The design of the school was centered on understanding what it means for our elementary-age students to access, our middle school-age students to explore, and our high school-age students to prepare for postsecondary workforce readiness (PWR). P-4 students access foundational academic core learning and exposure to broad categories of occupations in the career cluster system. Students in grades 5-8 explore extended learning opportunities to provide relevance and real work contexts and investigate careers with similar skills or common industry groupings. High school students prepare for PWR through extended learning opportunities that provide relevance and real work context and further examine career opportunities and arrange postsecondary learning for career specialties in specific occupation. The school is organized around the five education pathways that are an integrated collection learning experiences in Visual and Design Arts, Fine Arts, Business and Finance, Health Sciences and Science, Technology, Engineering and Math (STEM). Core content is used to support pathway development and multi-disciplinary experiences. Pathways specific curriculum and resources enhance the existing curriculum.

Curriculum

Vista PEAK has valued and applied the granted autonomy and waivers to determine the school’s curriculum and assessment practices. Vista PEAK has adopted much of the APS suggested curriculum as augmented courses/existing curriculum to provide the most appropriate delivery systems to cover content as appropriate. Therefore any monies used to purchase curriculum at the district level will be applied to the building bottom line to support the purchase of building identified curriculum.

Vista PEAK has autonomy in curriculum adoption and therefore has flexibility in creating master courses, online courses, hybrid courses, and before and after-school courses at any point during the year including deviating from the district time frame for approval.

Advisory Curriculum

Vista PEAK remains united in their efforts to build students emotional intelligence and support overall academic needs by leveraging a weekly **advisory structure**. This is a flexible structure that can shift based on what students need socially, emotionally, and academically.

The Preparatory staff has generated a comprehensive curriculum that aligns to students' social, emotional, and academic needs. Included in this course is a guided work block where students have time and opportunity to:

1. Meet 1-on 1 with their advisors to look at grades, achievement, and behavioral data
2. Have time and space to engage in study session with peers
3. Leverage the support of their fellow advisees to support their practice around coursework
4. Have access to the "Support Center" where we house our National Honors Society students who offer tutoring in Science, Math, Writing, Literacy, Humanities, and World Languages
5. Allows for strategic intervention from our MTSS team who have systems to detect when students are underperforming academically and support them during the guided work block
6. The advisory block will be the primary vehicle for supporting 9th grade students to establish a Capstone that meets/exceeds the New Graduation Requirements. All students will be expected to complete a capstone project portfolio where they showcase applied learning in math, literacy, and 21st Century Skills.

The Exploratory staff has developed daily structures to support the varying needs of students through our WIN block (What I Need) which is a fluid opportunity for students to access academic and/or social emotional supports needed in a timely manner. Teachers will meet on a consistent basis to use data through PLC's to determine student need and regroup accordingly.

1. All students will be assigned to a specific teacher to receive differentiated support.
2. Mental health providers will schedule groups during this time to ensure whole group instruction is not missed.
3. Students who receive ESS or ELD support will remain in their designated groups to ensure support with goals and access to whole group instruction.
4. Students in grades 4-8 have the opportunity to participate in AVID
5. Implementation school wide of the 7 Mindsets SEL program weekly

Integrated Technology

The P-20 Campus has integrated technology into all aspects of the student's instruction and views technology as a fundamental tool for communication in support of 21st century teaching and learning. In order to truly integrate appropriate technologies Vista PEAK will have full autonomy to select technologies tied to their strategic objectives. Vista PEAK wishes to work with parents, guardians, and students to establish a comprehensive plan for students to have 1 to 1 devices at the high school level. Students would pay a yearly technology fee not to exceed 25% of the replacement cost. Upon registration and payment of the fee, students will be issued a laptop (i.e. Chromebook). Reduced lunch

students would be expected to pay 15% and students on free lunch would be expected to pay a 10% yearly fee. The students would be expected to sign a responsible use agreement and be trained in their advisory course on appropriate and productive use of the device. This device will also empower students to generate their ICAP plans as well as their Capstone projects as part of the new graduation requirements.

Vista PEAK Exploratory will implement the same concept at the middle school level and determine appropriateness into the elementary grades.

B. Instructional Philosophy and Approach

Fluid Movement of Students

By its inherent nature of having students from preschool through postsecondary experiences, the P-20 Campus has guidelines for how staff will move students more fluidly across and within the system:

1. Teachers consistently use formative assessment data to determine where students are based on standards.
2. Once students are able to demonstrate the requirements of the standard across multiple contexts, they are able to move forward.
3. A system is in place to monitor and report what students have accomplished and what they need to accomplish.
4. Multiage classrooms are developmentally appropriate to each student.
5. Staff has sensitivity to developmental stages.
6. When a student demonstrates mastery in one area and not the other, they are able to move forward in the course they master. Students will be able to earn high school credit while in middle school as they demonstrate mastery of the content.
7. Based on ICAP, students may be encouraged to move to a different pathway.
8. The school culture is that “it’s okay to move.”
9. Relationships are critical –adults know kids.
10. There are high quality, professional learning and planning opportunities for staff.
11. School/campus is a community not just a grade level.
12. There are multi-age electives for students.

C. Delivery of Educational Services

Calendar and Schedule

In order to support school reform and increase student achievement, Vista PEAK implemented flexible schedules, including different student days than those identified by the district and different calendar constructs for both staff and students. Vista PEAK organizes the schedule to maximize learning time for:

- Advisories: Work time on digital portfolios, ICAP development and management, climate and culture, building relationships and mentorships;
- Independent / Guided Work Study: Learning is socially constructed. Students will use this time to access course content via technology; work individually and with others on their studies;

pursue studies off campus with outside resources; work independently in specialized hands-on spaces, and work individually with teachers as needed. Teachers use this time to prepare digital course materials and work individually with students to provide support for them in their studies.

- To create optimal conditions for Professional Learning for staff, Vista PEAK will have full autonomy to determine professional release days and timeframes
- Student release days for assessment purposes (Exploratory/Preparatory)

Restorative Practices

At Vista PEAK, Restorative Practices are the foundation of our school community. At the core are the 5Rs: Relationships, Respect, Responsibility, Repair, and Reintegration. We learn from mistakes and hold each other accountable so all community members can be successful. Staff employed at Vista PEAK model and uphold the 5Rs in their professional actions with adults and students as well as in their classrooms and/or working space.

IV. INNOVATION: ASSESSMENTS

A. Overview

Accountability is maintained through the Unified School Improvement Plan (UIP). Within the UIPs, the P-20 Campus delivers its overall planning through a unique form of strategic planning designed by Robert Fritz for business called structural tension charting. It starts by generating a professional objective (desired state/what we want). A look at current reality as it relates to this vision (strengths, stretches, resources, etc.) is performed next. The tension created between the current reality and the desired state provides the opportunity to develop action steps that allows movement closer to the objectives. A list of the person or persons who support the actions and a completion date are then determined. This process empowers the Campus to have a laser-like focus on its vision and at the same time the actions are directly correlated with its current reality. It is the belief that writing of strategic plans can often become static and monolithic – that by having the proximity of being closer to the vision, not just the tasks, the strategic plan becomes more open, dynamic, centered, and doable. Acting upon what is stated in the strategic plan is critical; however, when the actions are too lofty or unattainable, action generally does not occur. The vision becomes clearer and more measurable by being honest and open in establishing the current reality. The structural tension charting allows people to hone in on the key facets, demands responsibility for actions, prioritizes the work, and establishes urgency. Ultimately, staff is able to get to the minutia of tasks while keeping the big picture in mind.

Assessment is a tool to inform instructional decisions. Formative, summative, and interim assessments are vehicles to advance student academic achievement, verify attained learning, reinforce effort, and provide recognition. Vista PEAK will have full autonomy to select the most appropriate interim measures, timelines, and regularity that best aligns with their needs. If Vista PEAK deviates from the interim assessment tools currently used in APS (iReady, MAP, etc.) they will receive the per pupil dollar

amount for each student tested. This ensures equitable access to VP students to appropriate interim assessments.

Common assessments in all content areas are administered quarterly with improved data access to drive instruction and academic interventions. Through pre-assessment, fluid grouping is established for preschool through postsecondary

Innovation status has allowed Vista PEAK leadership and learning teams the flexibility to create additional assessment and instructional tools and use data to positively impact student learning. Teachers have the freedom to create standards-based tools that will assess 21st century skills.

These data are in the form of summative and formative assessments, benchmark exams, ongoing progress monitoring, common formative assessments and other formal and informal teacher observations. Data-driven instruction and learning is a strong focus area within Vista PEAK’s UIPs. Data are accessible and tracked in a way that is public and comprehensible for students, teachers, parents, and the community. Data are timely and specific and used to drive classroom instruction. Based on assessment, we have implemented research-based instructional strategies to create learning opportunities for all students.

Evaluation and data management of the assessment systems have been developed in collaboration with Vista PEAK’s leadership groups (summative, formative, progress monitoring, portfolios, performance-based assessments, etc.).

B. Measuring and Evaluating Academic Progress

All goals are tracked using students’ online portfolios and are public and accessible to students, parents, teachers and building leadership. Formative assessment includes:

Teachers	Students
<ul style="list-style-type: none"> ● Generate shared learning targets and criteria for success ● Provide feedback daily that feeds forward ● Provide rubrics that empower students to self-assess and holds students accountable for learning ● Plan for strategic questioning that promotes higher order and critical thinking 	<ul style="list-style-type: none"> ● Interpret and clearly understand the learning targets and criteria for success ● Utilize feedback to evaluate current progress and set goals ● Utilize and document progress through self-assessment via online portfolios ● Engage in asking and answering effective questions

Moss, C. & Brookhart, S. (2009). *Advancing formative assessment in every classroom: a guide for Instructional leaders*. Alexandria, VA. , ASCD.

Teachers and students actively and intentionally engage in the learning which encompasses each of the essential elements of the formative assessment process. The student/teacher partnership promotes a

culture of high expectations, and goal setting. Systematically gathering evidence of the learning increases student achievement.

Vista PEAK has developed performance-based assessments which represent the culmination of student standards/competencies gained over a course of study. The assessments require students to apply their learning in the form of a culminating event, performance, product, challenge, or problem and deliver it to a panel of assessors. The assessors use a rubric that clearly outlines both content objectives and PoWeR objectives and provide feedback to students. Students draw from their online portfolio development for evidence of mastery of a given of standard/competency.

C. Analyzing Data

Formative Assessment

Vista PEAK uses formative assessment as an active and intentional learning process that partners teacher and the student to continuously and systematically gather evidence of learning with the goal of improving student's achievement. Teachers and students at Vista PEAK actively and intentionally engage in the formative assessment process as they work together to:

- Focus and define the learning goals
- Take stock of current reality in relation to the goal
- Take action and generate goals that will empower students to move closer toward their goals

V. INNOVATION: ACADEMIC ACHIEVEMENT GOALS AND GAINS**A. Student Achievement/Measuring and Evaluating Academic Progress**

Per the original Innovation application, Vista PEAK set achievement targets:

- Exceed the district's median growth percentile on state assessments by content area and subgroups (sped, race/ethnicity, English Learners, Free and Reduced Lunch)
- Have lower dropout rate in comparison to district averages
- Exceed the percentage of students who obtain additional certifications and college credits and/or degrees compared to the district average
- Exceed the district's PWR rate (SAT, graduation and dropout)
- Exceed the district's graduation rate (or expected graduation)

Vista PEAK has met nearly every target from the original Innovation Application. The complete program evaluations from the Division of Research and Accountability for VP Exploratory and Preparatory are attached as Appendix A. What follows is a summary from the reports that correspond to the achievement targets identified in the original application.

Metric	Met Target?
Exceed the district's median growth percentile on state assessments by content area and subgroups (sped, race/ethnicity, English Learners, Free and Reduced Lunch)	NO (met or exceeded in many areas, but not 100%)
Have lower dropout rates in comparison to district averages	YES
Exceed the percentage of students who obtain additional certifications	YES (Highest in APS)
Exceed the percentage of students who obtain additional college credits	YES
Exceed the district's average SAT rate	YES (2nd Highest in APS)
Exceed the district's graduation rate	YES (highest in APS)

Vista PEAK Campus has met 83.33% of its intended targets.

C. Impacts/Outcomes for the Vista PEAK Campus

- Integrated PBL coursework
- Alignment of a standards referenced grading and reporting protocols
- Highly technical curricula and coursework
- Data tracking and management systems
- Significant decreases in behavioral data across the board due to implementation of Restorative Practices
- Second highest SAT composite in APS and avoided the new assessment dip
- iReady was piloted successfully at Vista PEAK Exploratory and is now the district standard

- Lucy Caulkins Writing piloted successfully at Vista PEAK Exploratory and is now the district standard
- Ability to move funds in real time based on need for intentional programming or staffing.
 - Hired additional teachers to lower class sizes, and coaches to support teachers
 - Purchased and implemented Social Emotional Learning program (7 Mindsets) and character education programs- Young Men of Purpose (YMOP) and Ladies of Value (LOVE).
- Extended calendar minimizes summer loss of learning
- Extended calendar afforded us the opportunity for additional professional development days for greater understanding and application of the VP way for teachers and staff members. Additional unit planning days is supportive in helping the various clusters in the P-8, (we support preschool facilitators with PD and data driven instruction as well) k-2 teachers planning for all subjects, 3-5 teachers deepening understanding and instructional moves for Math/Science or Literacy/Social Studies, 6-8 content with intentional integration of practices to meet student needs school wide with English language development, students with disabilities and/or gifted and talented supports. Additionally professional development for our support personnel such as deans and counselors to use the data driven model to assess and plan their high impact moves quarterly.
- Co-creation and implementation of a kindergarten report card
- Ability to hire off cycle and make retention decisions based on fit to the VP way has supported student learning and overall school culture

Negative Impacts/Outcomes for the Vista PEAK Campus

- Lack of clarity on how to best support schools with autonomies and waivers approved by the BOE in the innovation application
- Need to sustain connection, communication, and collaboration with our feeder schools: Mosley, Murphy Creek, Frontier, Clyde Miller
- PoWeR session led to the generation of multiple short courses that are now used during the core academic year. Due to budget constraints we moved away from the PoWeR structure as it was and we have embedded it into the core academic year for all students to take part in
- Elimination of the late start Wednesday structure has had a significant impact on DDI cycles and teacher development. We are supposed to have autonomy here but we were not granted this autonomy due to transportation and budget reductions
- It is not clear what the future forward planning is for schools of innovation in APS. Our hope is to have a conversation with the members of the LT to talk about their hopes and plans for the future for Vista PEAK specifically and for innovation schools as part of our portfolio
- Not a constraint but a need to have a written plan when using funds to make purchases of non-district approved curriculum or assessments as to not delay processing time. (i.e. Iready purchase)

- APS to reconsider a more equitable approach to below the line allocation of personnel based on student numbers vs. what all P8s receive. (for example, counselor ratio to students or office personnel ratio to staff and students)

VI. INNOVATION HUMAN RESOURCES MANAGEMENT

A. Hiring and Staffing

VP has the autonomy to select its own staff from inside or outside of Aurora Public Schools without regard to seniority, as long as no staff is laid off as a result of a hire. School leaders at Vista PEAK campus may be hired from outside of the APS principal pool so long as the hire is in compliance with district policy and regulation and state and federal laws. As it relates to special programming, Vista PEAK will have the autonomy to hire staff members with CTE authorizations or unique authorization (.ie. HVAC certifications, OSHA Certification, collision repair, construction certification, ASL certificate, etc.) to teach courses as part of their pathway program.

Autonomy for hiring

The second part of strategic allocation is to ensure that VP has the ability to hire the most qualified staff whose skills, experience and philosophy best match the vision and mission of our school. *As a result, Vista Peak requests more autonomy over hiring staff as vacancies become known and using a schedule that best meets the needs of the school.* VP seeks more authority to implement recruitment and selection policies and procedures. To be proactive, VP requests autonomy to offer conditional employment on the spot when the right candidate is clearly available. VP's conditional employment offer letter will outline the terms of employment of employment specific to our school (Annual Work Agreement). The letter would state that a final offer of employment and compensation is contingent on the district completing background checks and any other specific district requirements which will be outlined in the conditional employment offer letter.

Too often, VP has lost candidates while waiting for background checks and district review. The candidate would understand that the offer stands with a conditional letter offering employment -- contingent on the district confirming that the information provided is accurate and correct.

Teachers and Support Staff

In addition, Innovation autonomies has allowed Vista PEAK to hire and release staff annually in order to ensure a unified P-20 Campus community that supports the vision and mission of the school. Teachers at Vista PEAK who are not a match to the vision and mission can be required to transfer. The staffing plan is based on student needs and staff are hired and retained accordingly. Assignment of staff at Vista PEAK is on a year-to-year basis. There is no job security at the site, but teachers retain seniority and transfer rights within the district. The Annual Work Agreement (AWA) outlines working conditions at the school and is collaboratively developed and approved annually by two thirds of certified staff who work 50 percent or more of their assignment at the school. The AWA is provided to staff annually by March 1 to sign and confirm the intent to work at the school during the next school year. All new staff must sign the agreement as a condition for accepting employment at Vista PEAK.

Vista PEAK has the ability to hire external education providers and management organizations (e.g. after-school programming, career counseling services, consultants, industry personnel, etc.).

B. Professional Development Plan

Due to the inherent nature of bringing teachers together for professional learning opportunities across the P-12 spectrum while trying to maintain both a horizontal and vertical approach, the Campus instituted two professional learning organizational structures. Student Achievement Learning Teams (SALT) and Professional Learning Community (PLC) are content specific teams that meet on an ongoing basis to engage in the Collaborative Coaching and Learning (CCL) model combined with the Data Team process – essentially known as the ‘SALT process.’ SALT also includes time to work on common assessments, scoring interims, and short-term and long-range planning. Teams also generate a common (short-term) planning matrix to align planning across the grade level team or learning lab. At times P-12 SALT/PLC teams may be combined to engage in vertical articulation by content area.

Professional Learning Plan

As part of the Innovation autonomies, VP has restructured professional learning time to allow for:

- Extended periods of time for the generation of long-range plans for Project Based Learning which allows for a multi-disciplinary approach.
- Adequate time for the evaluation of teachers’ long-range plans and to implement a professional peer review process that enriches, challenges, and allows for feedback that feeds forward.
- Planning for PoWeR (field experiences, internships, apprenticeships, digital (online content), intensive support on how to organize, track and manage data.
- Providing intensive support in literacy and math (i.e. additional time, small group learning) during PoWeR time for those who need it.
- Extended retreats that allow for culture building, relationship formulation and success sharing.
- Professional learning and specialized training specific to Pathway teachers.
- PBIS, restorative practices, classroom management, focus on equity to ensure high expectations of all students.
- Individual/team professional development is differentiated based on needs and feedback.

Examples of collaborative development of your professional development plan and some applications, successes, etc.

- VP Explore has strategically placed a full day of professional learning at the end of each quarter to long-range plan for the beginning of the next quarter.
- Use of ILT to support and facilitate the professional learning for others through PLC’s
- Teacher led reading class after school which includes teachers observing colleagues practice of skills being developed
- ILT members at VP Prep are released once a month to try on and plan for professional learning for the entire staff. This has been a significant success as it allows to have quality control over content and empowers chairs to tailor the professional learning to their respective content areas. The climate survey has indicated a positive increase in the applicability of the professional development.

- VP Prep staff members have been trained on structural thinking which allows for collaborative creation of the desired state. We have co-created a standards referenced teaching and learning process that has been adopted by 100% of the staff.
- VP Prep staff members have created a process where inquiry teams examine best practices as a team and apply these strategies with the team support via observation, video study, and reflection.

C. Cultivating Future Leadership

Successful implementation and sustainability of the VP vision and mission cannot hinge on a single leader. The intent and expectation is to develop leadership skills and capacity for all staff. Distributed and shared leadership is the cornerstone of VP. Staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff are on the Instructional Leadership Team (ILT), lead and participate as members of data teams, serve on, or lead school and district committees, and facilitate professional development. In addition VP provides opportunities to learn/improve facilitation skills, develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. Teachers continue to grow and take on higher levels of responsibility and critical positions within the school which leads to better teacher retention and a succession for leadership.

A recommended model for when a principal search is necessary begins with developing the list of principal knowledge, skills, and attitudes that are desired: this is developed by staff as well as the with parent groups. An interview team will be selected, with input from the Instructional Leadership Team and the PTA to include parents, teachers, current school administration and district leadership.

Interview questions and “look fors” will be developed by the interview team, which align with the list of knowledge, skills, and attitudes. Finalists will be identified through an interview process which may include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Final recommendation for hire will be the responsibility of the Superintendent and Board of Education. The actual model would be developed and confirmed by the current staff and PTA to be truly collaborative.

VII. INNOVATION: SCHOOL GOVERNANCE AND PARENT ENGAGEMENT

The Vista PEAK governance and leadership model is designed and organized to support its vision for a P-20 Campus system. The P-20 systemic leadership model ensures that leadership is distributed, lateral, and sustainable to provide the guidance and direction of continuous improvement in instructional practice and alignment of multiple, seamless pathways from preschool through postsecondary educational experiences leading to higher student achievement and increased workforce readiness.

The leadership model is distributed by campus leaders encompassing the capacity and the will to thoughtfully distribute instructional leadership through the P-20 system. Distributed leadership is observed through all levels on the campus and makes the direction, guidance, and support of improved teaching practice and student learning a priority focus. The Vista PEAK P-20 leaders communicate a

clear vision for improved student learning and model it through actions, words, and behaviors. The P-20 Campus leadership is viewed as a collective capacity, a shared responsibility, and is distributed across the schools by matching expertise with improvements, strategies, and tasks. The leaders build and support a culture of continuous improvement by modeling systems thinking in action practiced by use of problem-solving approaches. Decisions are made based on what is good for students. Decisions are made consistently and backed up with solid reasons and compelling data that embraces those who will be impacted.

The Vista PEAK Governance structure is comprised of the Administrative (ALT), Instructional (ILT), and Operational (OLT) Leadership, and the Vista PEAK Parent Teacher Student Association (PTSA). Roles, responsibilities, membership, and collaborative, decision-making structures are outlined below.

Through its Instructional Leadership Team and Operational Leadership Team, the P-20 Campus leaders enhance the skills and knowledge of people, creating a common culture of expectations around the use of those skills and knowledge, holding the various pieces of the campus system together in a productive relationship with each other, and holding the individuals accountable for their contributions to the collective result. This distribution of leadership is about creating leadership density – building and sustaining leadership capacity throughout the campus. This is accomplished through crafting a vision, delineating expectations, identifying and selecting leaders, legitimizing the work, directing support, developing leadership skill sets, and managing and rewarding success throughout the process.

The Vista PEAK Instructional Leadership Team (ILT)

- ILT members will be responsible for sharing communications to their team and/or seek out input;
- Membership must be a constant to support long term strategic planning, goal setting, and capacity building.

The Vista PEAK Operational Leadership Team (OLT)

- OLT members will be responsible for sharing communications to their team and/or seek out input
- The OLT Mission is: “To create a positive, safe and equitable work environment where Vista PEAK staff members are supported in order to innovate and thrive.”
- The purpose of the OLT is to integrate a true P-20 system and provide a support system for staff.

Originally, Vista PEAK had its own school advisory committee (VPAC). The primary purpose of the advisory committee was to assist educators in designing, developing, implementing and maintaining pathways which serve the needs of students, business and industry, and to provide expertise pertaining to technological change as well as postsecondary and workforce readiness. VPAC involved community, civic, service neighborhood organizations, business and higher education partners to provide input around the Vista PEAK multiple academic and career pathways. It soon became apparent that these goals were aligned with Program Advisory Committee (PAC) and its Career and Technical Education (CTE) Program Advisory Committees. In many ways VPAC was redundant and it was agreed that it should be merged into the highly effective and well-established Pickens Advisory Committee. Many of those participating with VPAC were also members of PAC and this alignment kept them from having to do

double duty to be involved with two committees that have the same purpose and goals. VPAC was merged with PAC in 2013.

Schools that operated CTE programs and receive state and federal funds are required by the Career and Technical Act to establish and operate Program Advisory Committees.

VIII. BUDGET

Vista PEAK receives the same funding as other comparable schools within the district and has access to any income for district services if the school determines (in collaboration with specific departments or divisions) it would like to use the funds differently (e.g. curriculum/textbooks/material replacement, district professional learning, technology and transportation funds). Vista PEAK receives its funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all agreed upon funds.

Staffing is allocated from the district in specific, identified positions but Vista PEAK has the freedom to determine staffing needs to support the vision and mission of the school and maximize resources.

Benefits of Lump Sum Budgeting

- Empowered us to be proactive in responding to staff resources as we experienced over capacity and over-enrollment issues
- Allowed for dynamic professional development opportunities in line with our unique curriculum
- Allowed us to outfit the building with appropriate technology to meet the demand of the curriculum and the vision of the campus as a 21st Century context
- Allowed us to provide activity busses to allow for after school tutoring, clubs and athletics
- Allowed us to purchase additional curriculum to support the needs of our students

IX. INNOVATION: WAIVERS

A. Master Agreement: *No changes (Other than article number alignment); Continue waivers and autonomies from original Innovation plan.*

B. District Policies: *Continue waivers and autonomies from original Innovation plan.*

C. Changes in Waiver Requests:

New Waiver Request: *No Changes; Continue waivers and autonomies from original Innovation plan.*

VP encourages that those District waivers already granted be allowed and supported. Although we have been given autonomies that allow us freedom from certain district policies, it has sometimes been difficult and challenging to actually use these autonomies. With the approval of the VP innovation application, VP was granted the waivers listed below from the master agreement and district policies. Although we have experienced few issues with the master agreement, VP continues to struggle to be allowed to apply the autonomies based on district policies. It is essential that the entire district know that the autonomies and waivers need to be honored in order to best support our objectives and meeting the targets we have set.

WAIVERS GRANTED IN THE ORIGINAL INNOVATION APPLICATION FROM MASTER AGREEMENT AND RATIONALE

Analysis of the Master Agreement Waivers Called for by the Vista PEAK Innovation Plan

Master Agreement Articles Waived	Rationale
<p><u>Article 11 – Compensation</u></p> <ul style="list-style-type: none"> ● Section 1, the third sentence shall not apply ● Section 3 shall not apply ● Sections 7 and 8, as they relate to pay for Appendix B and C assignments shall apply so long as the teacher's assignment at Vista PEAK is substantially the same as that in other district schools to receive the pay, ● Sections 18, 19, 20 and 21 shall not apply. 	<p>Teachers who work at Vista PEAK will receive the same compensation as any other teacher in the district at comparable levels.</p> <p>Teachers are entitled to the same salary and benefits as other teachers in the district and retain their seniority and transfer rights as outlined below. All employees will continue to receive their salary and all benefits (including but not limited to all leave and insurance benefits) set forth in the master agreement and district policy and regulations. This compensation will be based on 1,496 hours or 1,520 hours for teachers new to the district based on the 187/190 day work year (or equal to the minimum number of yearly duty contract hours required by the Master Agreement). This allows for more flexible use of time to better meet the needs of Vista PEAK in developing and implementing pathways and other instructional models. VP staff will work together to identify how these hours should be used each year (e.g. student contact time, professional development, planning) as well as the length of the school day. An Annual Work Agreement (AWA) must be collaboratively developed and agreed upon each year and adopted through a 2/3 positive vote. The AWA will be developed and distributed by March 1 of each school year. Staff will have a minimum of one week to review the AWA in its entirety prior to the annual vote on March 1st. The process for developing, adopting and monitoring the AWA each year must be clearly stated and communicated. Teachers help determine what the expectations are and the compensation for hours that are above the 1,496/1,520 (or equal to the minimum number of yearly duty contract hours required by the Master Agreement).</p>

	<p>Any teacher who works more than 1496 hours will be compensated at the current district rates.</p> <p>Compensation for Appendix B will apply so long as the teacher’s assignment at VP is substantially the same as that in any other district schools to receive the pay. In addition VP will be able to determine other pay for work that is unique to the campus. Some duty assignments will remain the same, but VP will development some extra-curricular assignments that are unique to the school and needs flexibility to do so.</p>
<p><i>Article 13 – Teacher Duty Day and Teaching Hours – only section 4 will apply.</i> <i>(Section 4 states: Teachers who find it necessary to be absent shall report their absences before the start of their duty day to the District’s central leave reporting and substitute system either via telephone or the internet and shall also make a building-level report in accordance with uniform procedures established by the principal.)</i></p> <p>Working conditions are determined and developed collaboratively with teachers and identified in the AWA. This allows VP to be innovative in how staffing and class scheduling are organized to fulfill its mission rather than requiring a narrow application for how schools can be organized. The AWA must include:</p> <p>Length of the instructional day, school day and work day.</p> <ul style="list-style-type: none"> • Length of the instruction year and wok year and copy of the school calendar. • If and how teachers will be compensated for any time a teacher is expected to work 	<p>By waiving these articles, Vista PEAK can change the duty day and how it is organized within that day for members of the bargaining unit and, therefore; the length of the instructional day and school year for students. Teachers will continue to meet the yearly duty contract hours required by the Master Agreement by working the equivalent of 187 days but the time will be converted to 1,496 hours for continuing teachers and 1,520 hours for teachers new to district.</p> <p>By restructuring the allocation of time, Vista PEAK will exceed the Colorado Department of Education accreditation requirements as well as exceed the District Policy ID for student contact hours:</p> <ul style="list-style-type: none"> • Full-day kindergarten: 900 hours per school year • Grades one through five: 990 hours per school year • Grades six through twelve: 1056 hours per school year <p>The restructured work year for staff and the extended calendar for students will maximize learning time for students <i>and</i> provide time for staff planning and professional development. The VP innovation proposal clearly states that leadership is distributed, lateral and sustainable. The VP Instructional Leadership Team (ILT) and the Operational Leadership Team (OLT) both have teachers as key members. (Membership and operations of these committees are part of the innovation application.) The goal is to make sure there is an equitable work environment where staff members are supported in order to innovate and thrive to support the pathway design of VP. Teachers’ roles will change as a result of the vision and philosophy of the school, but teachers help develop and define what those roles should look like. As stated throughout the proposal, teachers collaborate to determine professional development and other teaching conditions.</p>

<p>beyond the instructional/school/work year or day beyond the employee contract hours which are equal to the minimum number of yearly duty contract hours required by the Master Agreement</p> <ul style="list-style-type: none"> • Any additional required duty time. • Any other expectations teachers must fulfill as part of their job assignment (e.g. committee work, community involvement) • Any teacher evaluation standard that is in addition to the APS evaluation process. • A copy of the Internal Appeal Process (IAP) <p>If teachers do not support and agree with the expectations in the AWA and it does not receive 2/3 positive vote, it must be revised until sufficient agreement can be reached.</p>	<p>Although teachers may not grieve any of the waived articles or parts thereof, VP has an Internal Appeal Process. The final step of this process includes an appeal to be submitted jointly to the Superintendent and AEA President. <i>In addition, the grievance process within the master agreement does apply to any articles or parts thereof that are not waived.</i></p>
<p><u>Article 14 – Teaching Assignments</u></p> <ul style="list-style-type: none"> • Only section 1 will apply. 	<p>Vista PEAK has full autonomy to hire professionals with unique qualification that align to the unique programmatic needs of the schools design (i.e. Student Advocates, YMOP, LOVE, Animation etc.)</p>
<p><u>Article 15 – Teaching Conditions</u></p> <ul style="list-style-type: none"> • <u>Sections 1, 3, will apply</u> • <u>Section C: Climate Surveys will apply</u> • <u>Section F will apply</u> • <u>Section G will apply</u> 	<p>Section A2 does not apply because the Principal, Assistant Principal, and teacher leaders (Teacher Partners, ELA TL, Teaching Partner, ILT REPS) seek full autonomy to establish the focus and direction for professional development. This ensures we are not required to attend internal or external Professional Learning that is not in direct alignment with our UIP Goals.</p> <p>Section A4: Data rooms have been replaced by the use of Tableau which houses and makes transparent all relevant school data</p> <p>Section B: Professional Learning Teams</p>

	<ul style="list-style-type: none"> ● One of our core values is collaboration and waiving this section ensures that building leaders can be present and supportive of all SALT teams. At Vista PEAK we experience yearly increases in student population and therefore have new teaching staff each year to align with sectional needs. This unique growth pattern deems it essential that leaders are aware of the needs of a given SALT team to provide appropriate levels of support. ● Section D: Facilities & Resources <ul style="list-style-type: none"> ○ Vista PEAK waives this article to allow for full autonomy around curriculum and resource adoption based on their unique curricular design, scope, and sequence ● Section E: Vista PEAK may choose to host college courses with class sizes that emulate college courses with 50+ students to ensure access to college credits and certification credentialing ● Section H: Waving section H2 ensure that VP has the flexibility to leverage student teachers in unique circumstances where hard to fill positions are unable to be filled appropriately.
<p><u>Article 17 = Department Chairpersons</u></p> <ul style="list-style-type: none"> ● Only sections 1 and 3 will apply. 	<p>Because of restructuring to meet the mission and philosophy of the school, it is important to be able to allocate staff resources differently. Departments and paraeducator support will be organized to support the pathway design of Vista PEAK. VP must have the right to collaboratively determine staffing that best supports the pathway design.</p>
<p><u>Article 18 - School Paraeducators – will not apply</u></p>	<p>Article 18 allows us to strategically use paraprofessional in unique roles that are in alignment with our strategic objectives.</p>
<p><u>Article 19 – Teacher Transfers</u> – This article will apply as outlined below.</p> <p>All employees work at Vista PEAK on a voluntary basis. Non-probationary teachers may request to transfer to another district school by March 1,</p>	<p>Vista PEAK must have the freedom to hire and release staff annually in order to ensure a unified school community that supports the vision and mission of the school. The timeline for voluntary transfers allows affected teachers who may not be staying at the school ample opportunity to make an informed decision when deciding where to apply for transfer within the district. Non-probationary teachers have the right to self-select</p>

<p>and the request will be granted. If the teacher is released involuntarily from Vista PEAK, the teacher will be transferred to a vacancy for which the teacher is qualified. “Good cause” under Article 19.C will be deemed to be established.</p> <p>Teachers at Vista PEAK will retain the same rights under Article 19 as teachers in traditional schools are entitled to. Teachers who transfer voluntarily by March 1, have the same rights outlined in Article 19.C, sections 3 and 4 (rights that are ordinarily reserved for involuntary transfers). Teachers who are transferred involuntarily have the rights outlined in Article 19.C, sections 1 through 8 (rights that are ordinarily reserved for voluntary transfers).</p> <p>Probationary teachers at Vista PEAK may be non-renewed according to the same timelines and processes as teachers in traditional schools and in such cases they will not have the guarantee of another position in a traditional district school by reason or submitting a transfer request.</p> <p>Article 19.E – Staffing New Schools will not apply.</p> <p>As a last resort and as a means to avoid a district Reduction in Force (RIF), Vista PEAK may be required to take involuntary transfers or overages.</p>	<p>a transfer and be allowed to voluntarily transfer if they believe they do not want to be part of the innovation school and/or do not agree to the Annual Work Agreement.</p> <p>Non-probationary staff at the schools that are not a match to the vision and mission can be required to transfer.</p> <p>Non-probationary staff who elect to transfer because they do not want to be part of the school within the zone, or those who are asked to transfer retain the same transfer rights as any other staff in the district.</p> <p>All staff who works at Vista PEAK must choose to be there voluntarily and be willing to support the philosophy and mission of the school. Those teachers who are not aligned with the school will be transferred and this will be considered “good cause.” There is no job security at the site, but non-probationary staff retains seniority and transfer rights within the district as described herein.</p> <p>A probationary teacher released involuntarily from Vista PEAK has no transfer rights and will be non-renewed.</p> <p>Because of the Annual Work Agreement, the district will not place overages at Vista PEAK. However, if there is a vacancy at Vista PEAK that matches a district overage, and if the overage is interested and willing to accept the work agreement, and if the PEAK principal is interested and willing to take the overage, HR will facilitate that placement.</p> <p>Based on unique licensing and industry requirements (both CDE and CTE), Vista PEAK will be allowed to post hard-to-fill positions at any time as the hard-to-fill positions become available.</p>
<p><i>Article 36 – Performance Evaluation</i></p>	

	<p>Vista PEAK will use the district evaluation procedures and fully comply with state law when conducting teacher evaluations. Vista PEAK may add standards that are in alignment with the instructional program at the school. When developed, these standards will be part of the AWA (which must be supported by 2/3 of the staff). The Division of Human Resources will review any additions to the evaluation to ensure it is in compliance with the law prior to its inclusion in the AWA.</p>
<p><u>Article 41 - Building Council</u> – will not apply</p>	<p>Vista PEAK needs to organize the groups and committees that operate within the school in alignment with its philosophy and mission. These two groups are not a fit as defined in the Master Agreement. VP staff will collaboratively determine and define what committees and councils best meet its needs. The ILT and the OLT will be able to respond to the needs of staff. This allows the school the flexibility to form a committee if any needs are not being met.</p>
<p><u>Article 42 - Leadership Teams</u> – will not apply</p>	<p>In place of building council will be the Operational Leadership Team, Instructional Leadership team, the Instructional Advisory Team, the Equity & Culture Team and with informal feedback sessions between staff and the leadership team.</p>
<p><u>ARTICLE 44 – GRIEVANCE PROCEDURE</u></p>	<p>As stated in the innovation plan, VP accepts that teachers may apply the grievance procedures in Article 43 to any areas not waived as identified in the application. For all waived areas, the Internal Appeal Process will apply which does have as a final redress a joint appeal to the Superintendent and the AEA president.</p> <p><i>Vista PEAK accepts that the Articles that remain in effect will continue to be subject to the grievance provisions of the Master Agreement. Vista PEAK will develop its own dispute resolution process to respond to concerns that are exempt from the Master Agreement.</i></p> <p><u>Internal Appeals Process</u></p> <p>A. The Vista PEAK Leadership Groups shall collaboratively develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at the Innovation School to address concerns which are capable of being addressed under the terms of the IAP.</p> <p>B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the</p>

	<p>Innovation School as specifically set forth in the application and/or written decisions of the Leadership Groups have been violated or misapplied.</p> <p>C. If an Innovation School cannot agree on an IAP, the process set forth below shall be deemed to be the IAP at that school.</p> <p>D. Every Innovation School employee shall receive a written copy of the IAP.</p> <p>F. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Innovation School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.</p> <p>G. This IAP shall be used at Innovation Schools only under the circumstances stated in the section above. A "complaint" for purposes of this IAP is defined as set forth in section above. A "day", for purposes of the time lines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.</p> <p><u>The Steps of this IAP are as follows:</u></p> <ol style="list-style-type: none"> 1. <u>Informal Meeting Between the Grievant and School Leaders</u>: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leaders, to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request. 2. <u>Second Meeting, With Association Representative Included</u>: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the Association Representative for the site or designated representative of the aggrieved employee, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and
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	<p>the Association Representative to attempt in good faith to resolve the dispute. This meeting shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the Association Representative or designated representative of the aggrieved employee may be personally affected by the outcome, and there is no designated co-representative, the matter shall automatically proceed to the next step.</p> <p>3. <u>Third Meeting: Vista PEAK Leadership Groups</u>: If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Vista PEAK Leadership Groups. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Superintendent and AEA President as outlined in above.</p>
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WAIVERS GRANTED IN THE ORIGINAL INNOVATION APPLICATION FROM DISTRICT POLICIES AND RATIONALE

Analysis of District Policy Waivers Called for by the Vista PEAK Innovation Plan

APS Board Policy Waived	Rationale
<u>IC/IC-R, ICA/ICA-R:</u> <u>SCHOOL YEAR AND SCHOOL CALENDAR</u>	Supports the request for waivers to Article 13 that will allow Vista PEAK to reorganize and restructure the school day and year to best meet the needs of students.
<u>ID/ID-R: SCHOOL DAY</u>	
<u>GCLD/GCLD-R:</u> <u>LENGTH OF ADMINISTRATIVE SCHOOL YEAR</u>	
<u>IJJ/IJJ-R, IJK/IJK-R:</u> <u>TEXTBOOK SELECTION AND ADOPTION</u>	As Vista PEAK develops the four pathways at the school, it is important to be able to explore different resources and online sources. Vista PEAK can be a proving ground for different delivery and materials that best support pathways. The needs of Vista PEAK may not necessarily be aligned with schools that are not currently implementing four pathways.
<u>IJL/IJL-R:</u> <u>LIBRARY MATERIALS SELECTION AND ADOPTION</u>	

APPLICATION OF DISTRICT PRACTICE**SELECTION OF STAFF AT VISTA PEAK GRANTED IN ORIGINAL INNOVATION PLAN**

1. The school may select its own staff from inside or outside of Aurora Public Schools without regard to seniority, as long as no staff is laid off as a result of a hire. Administrators at Vista PEAK campus may be hired from outside of the APS principal pool so long as the hire is in compliance with district policy and regulation and state and federal laws.
2. All hiring will be done in collaboration with the Office of Human Resources and will follow regular hiring processes, including interviews, background checks, reference calls and a recommendation to hire aligned with district procedures.
3. Vista PEAK will develop its own internal process for recruitment, creation of a hiring committee, screening and interviewing of candidates and selection of the finalist candidates in congruence with district guidelines and expectations for hiring. Human Resources will determine salary placement and benefit eligibility, and officially offer the job and follow-up for required paperwork.
4. **VP requests a change in how teachers can be hired.** Vista Peak requests more autonomy over hiring staff as vacancies become known and using a schedule that best meets the needs of the school. VP seeks more authority to implement recruitment and selection procedures. To be proactive, VP requests autonomy to offer conditional employment on the spot when the right candidate is clearly available. VP's conditional employment offer letter

will outline the terms of employment specific to VP (Annual Work Agreement). The letter would state that a final offer of employment and compensation from the District is contingent on the District completing background checks and any other specific district requirements which will be outlined in the conditional employment offer letter. VP will comply with Policy GBEB: Post Hire Background Checks and all applicable state laws.

5. Vista PEAK will determine administrative, teaching and other school staffing levels and structures.
6. Any licensed employee who works 50 percent or more of their time at the school and who chooses to work at a school (both new and returning) will be asked to review and sign a Annual Work Agreement at Vista PEAK.
7. The work year calendar for administrators will vary, but the length of the administrative school year will meet or exceed the days required by the district. By March 1, administrators will submit their work year calendar to Human Resources annually prior to the beginning of the school year.
8. Vista PEAK must have the freedom to hire and release staff annually in order to ensure a unified school community that supports the vision and mission of the school.
9. Non-probationary staff at Vista PEAK that are not a match to the vision and mission can be required to transfer. Non-probationary staff who elect to transfer because they do not want to be part of the school within the zone, or those who are asked to transfer retain the same transfer rights as any other staff in the district.
10. Administrators from Vista PEAK will meet annually with Human Resources to inform of any planned changes to the school's staff and submit information about job changes and staffing patterns no later than February 1.
11. Teachers will play a significant role in the staffing process although staffing decisions ultimately rest with the director who retains the final authority.
12. Vista PEAK understands that should it be necessary for APS to reduce employee forces, Master Agreement and applicable district policy will be followed the same at Vista PEAK as for any other school within the district.

APPENDIX A:

VISTA PEAK EXPLORATORY AND PREPARATORY EVALUATION REPORTS

***PREPARED BY THE DIVISION OF
ACCOUNTABILITY AND RESEARCH***