



DCIS AT FAIRMONT

2022-2023

Innovation School Renewal Application

Innovation Committee Resources:

- [Innovation Guidebook](#)
- [2019 Innovation Plan](#) and our [2012 Original Innovation Plan](#).
- [Video on how to fill out this application](#)
- [DCTA Contract changes to innovation](#)
- [Example language](#)
- [DCTA Contract](#)

Table of Contents

[Table of Contents](#)

[Letter to your School Community](#)

[Innovation Plan Narrative](#)

[Section I: Educational Program Flexibilities](#)

[Section II: Teaching/Staffing Flexibilities](#)

[Section III: School Management and Leadership](#)

[Section IV: Governance and Budget Flexibilities](#)

[Waivers and Replacement Language](#)

[Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC](#)

[DCIS at Fairmont Innovation Renewal Engagement Plan \(22-23\)](#)

Letter to your School Community

March 1st, 2023

Dear Denver Center for International Studies at Fairmont Community,,

On behalf of our staff and our Innovation Committee, it is my honor to share with you our updated School Innovation Plan Application for your review.

In June 2012, the School Board approved the Performance School Application for the Denver Center of International Studies (DCIS) at Fairmont. It was renewed in 2016 and again in 2019 with small revisions and our team is excited to put forth revisions to continue our innovation plan for the next three years. This plan will be voted on by our teachers and goes before the Denver Public School Board this May for approval.

The Denver Center for International Studies at Fairmont model started at Fairmont in response to a community desire for a global competency, community-based learning and values driven elementary education. These continue to be our foundations even as we re-envision in this Innovation Plan what these mean to us as this community has grown and changed in the local and global context since 2012.

We started the process last school year with a future visioning and reshaping of our mission and vision. We noticed that our model needed to shift to put students at the center. To honor what they and their families and communities bring and to find ways to meaningfully integrate that into learning. We broadened our mission and vision from the micro focus on the individual success of each student to the interconnectedness and interdependency that shape the success of our communities locally and globally. Through this process also emerged our habits or our 'Be's' of: Be Accepting, Be Mindful, Be Brave, Believe in Yourself and Be Accountable. These integrate into our four domains of global learning and connect to our values in a way that will drive our social emotional learning as well as our student-centered learning approaches such as Service Learning, Design for Change and Project Based Learning. You can see an overview of our [Mission, Vision and Habits changes here](#).

This fall we partnered with ReGEN, a non-profit organization that helped us listen to our community and inform this plan. We conducted focus groups with our students, families and staff being mindful of highlighting diverse voices in the process. You can read the full [Focus Group Analysis here](#) as well as the full [Innovation Renewal Engagement Plan](#) that resulted in this application for your review. We have taken this feedback and the nearly unanimous interest in staying an Innovation School to write this application. We are also using this to inform our on-going school improvement efforts and centering this feedback in the work of the School Accountability Committee and our Instructional Leadership Team.

Innovation Status has allowed DCIS at Fairmont to hire and retain exemplary teachers, focused on multilingual and intercultural exploration, who help students grow as independent thinkers eager to lead their world and their community. Through our autonomy over people, time and funds, DCIS at Fairmont has been able to staff and create a school that prepares elementary students for the world as globally competent citizens. We aim to build on that with this Innovation Renewal Application and Plan.

Innovation Status has supported the DCIS school model as an international studies school and has directly led to improving student outcomes by providing the strong academic, linguistic, and social emotional outcomes as we build global citizens and multicultural leaders. The direct effect of the waivers supports our instruction, culture, operation, and outcomes in a variety of ways, including:

- Autonomy to focus on professional development in order for teachers to have the knowledge and skills to ensure the development of internationalized curriculum, critical thinking and collaboration skills.
- Autonomy from the DPS school calendar to better meet the needs of students and staff. By providing a longer day and allowing specific days for reflection and planning for staff members, students benefit from strategic planning and staff members benefit targeted professional development.
- Autonomy will allow for an open timeline for hiring and retaining exemplary teachers internally and externally, who are invested and believe in the vision and mission of DCIS at Fairmont.

Revisions will improve our ability to create a culture of an international, multicultural school focused on equity, including:

- Educational Programming: Commitment to providing both heritage and Spanish language immersion to support bilingual and biliterate global leaders;
- Student Centered Learning experiences through the creation of new community partnerships, service learning opportunities, design experiences and project based learning.;
- Culture: Commitment to international and cultural events and curriculum aligned to our mission and vision, such as International Festival, Día de los Muertos, Lunar New Year, Love Your Neighbor Fun Run, monthly equity themes;
- Early Literacy commitment to understanding the Science of Reading and continued creation of a systematic instructional system for all students to learn to read in English and in Spanish.
- Anti-Bias ethos: A commitment to on-going adult, student and community reflection and development to understand how identity, culture, race and bias intersect in the system of education.

We see that the development of global learning, student centered design, equity, inclusion and anti-bias efforts, are made possible by our current flexibilities around educational programming, hiring, and scheduling. These main innovations allow us to attract, support, and retain our teachers committed to our vision. By having ongoing structures of people, time, and funds committed to our focus, we are able to develop curious and empathetic learners with a deep understanding of the world, their role in it, and their own power to make a difference.

We look forward to your continued support to bring an outstanding international elementary school to the Baker community.

Sincerely,
Alexandria Wenzel
Principal, DCIS at Fairmont

Innovation Plan Narrative

School Mission, Vision, and Values

Our mission is to bring our students into relationship with themselves, their community and their world. We guide our students to unite across differences, honor multiple perspectives, and to see within themselves the changes they hope to see in their world. We make this mission come to life through student agency, dialogue, cooperative learning and authentic, community-based learning experiences. Our vision is a community of curious and empathetic learners with a deep understanding of the world, their role in it, and their own power to make a difference.

In order for our students to learn deeply about themselves, their community and their world, we ground in values, habits and instructional approaches that support our mission and vision:

Value	Habit	Four Domains of Global Learning
RESPECT We act to honor ourselves and others.	Be Accepting... We treat ourselves and others with love and kindness.	Investigate the World: We explore the world by asking questions, gathering and examining evidence and using what we learned to draw conclusions.
JOY We celebrate ourselves, others and our community,	Be Mindful... We practice presence and curiosity.	Communicate Ideas: We select and apply different ways to communicate our ideas and collaborate with the world.
PERSEVERANCE With commitment and courage, we see things through.	Be Brave... We take risks to better ourselves and our community.	Recognize and Weigh Perspectives: We recognize and seek to understand different ways of thinking.
	Believe in Yourself... We believe in ourselves and our ability to grow.	
INTEGRITY We are authentic and true to our values.	Be Accountable... We take responsibility for ourselves, our impact on others, and our learning.	Take Action: We translate our ideas, concerns, and findings into ways to improve the world.

A core part of our international model is also our Dual Language Immersion (DLI) program where students learn in Spanish and English, about the cultures and experiences of spanish-speaking nations, immigration and history and ancestors. In our DLI program we center our native Spanish speaking students and families. They are our leaders and their language and culture are at the heart of the

program. We believe in the opportunity to connect students across culture and language to build leaders in our community and our world. That is why our DLI classrooms consist of about 50% native Spanish speakers and 50% speakers of English or other languages. Because of this, our DLI program offers a unique opportunity to native Spanish speaking students to become the central leaders in the classroom and school community.

There are endless benefits that come from a bilingual education. We know that bilingual students achieve improved English reading and critical thinking skills. In fact, studies show that on average, dual language students outperform their peers in English-reading skills by a full school year's worth of learning by the end of middle school.

Dual language Immersion students tend to have higher test scores, report to be happier in school, have better attendance and fewer behavioral problems. Parent involvement at dual language schools is also higher on average. Our language learners also demonstrate greater appreciation, tolerance and respect for people who speak other languages and come from different cultures.

We believe biliteracy is a superpower and a backbone to what we mean by a multicultural and international learning approach. Our vision is that our bilingual and biliterate students think critically, expand their knowledge, and build confidence that empowers them to be leaders in their intercultural communities and the world.

Our Innovation School status gives us the unique blend of district supports and flexibilities that help us center our mission, vision and design to provide training, resources, scheduling and planning support for educators to:

- Look at and teach topics through the four domains of global learning: Investigate the World, Communicate Ideas, Recognize and Weigh Perspectives, and Take Action
- Infuse the four domains of global learning into our everyday teaching
- Connect every lesson to one or more of the four domains, so that students will have a solid background on what it means to develop global competency
- Providing travel opportunities (overnights and field trips), after school programs, and unique school curriculum (Immersion), Global Themes, Country studies.
- Center Equity and Inclusion in our daily practice with students and adults
- Implement student-centered instructional models such as Service Learning and Project-Based Learning focused on current events, social justice, and global themes (such as Human Rights, Our Community, Black Lives Matter, LGBTQ+, Taking care of our Community)
- Establish community partnerships with local nonprofits to make our community a better place (such as: African Community Center, Court Appointed Special Advocates (CASA), Growhaus, Bessie's Hope, and Project Angel Heart)
- Develop programming, language allocation and resources to support biliteracy in our Dual Language Immersion Program.
- Train educators in strategies for bilingualism, biliteracy, and translanguaging within a diverse cultural context.
- Meaningfully engage families through plans developed as a result of our annual empathy interviews.

- Plan and host cultural events and showcases of learning (for example; International Festival, Día de Los Muertos, Winterfest, World Music Festival, Art Culture Night, Love your Neighbor Fun Run, STEM showcase)

Examples of Innovation Flexibilities that support our International and Global Model: Our calendar flexibility allows us to provide professional development to educators that support student-centered approaches and anti-bias training as well as align days/times with other schools with similar models and needs. Our schedule flexibility allows us to schedule and staff overnight experiences, community outreach, extracurricular and academic extended day programs all while compensating educators appropriately. Our curriculum and assessment flexibility allows DCIS at Fairmont to use a variety of DPS and non-DPS curriculum as well as materials that support a global leadership focus and biliteracy and our flexibility in professional development allows us to host our own learning days around for example: Literacy, Biliteracy, Equity, Project Based Learning, and International Studies. We also use our flexibilities to sometimes seek to hire supplemental and enrichment educators that do not hold a teacher’s license to support students in science, technology, engineering, math, extracurricular activities and library, as well as with social emotional support.

Our recruitment flexibility allows us to find and retain educators who have the specific experience and skills related to student-centered learning as described in our mission and vision and to recruit and retain national and international bilingual candidates that staff our dual language program. Budgeting and committees flexibilities give us structural and financial support to execute on our mission and vision and hold us accountable to those outcomes.

Innovation Plan Goals 2023-2026

As an Innovation School we are part of DPS and are held accountable for progress towards district goals. In addition to those, we set Innovation Plan goals for our school in line with our mission vision and school goals in this plan renewal: Literacy, Biliteracy, Equity, Project Based Learning, and International Studies. The table below outlines our Innovation plan Goals.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Equity benchmarks in Early Literacy (mClass DIBELS Acadience and IDEL and CMAS)	There is a large gap in students at grade level between our MLL's and our Non-MLL students in Spanish (31.3% - MLLs vs. 62.7% Non-MLLs) and English (13.3% MLLs vs. 41.1% Non-MLLs).	41% of MLL's will be at grade level benchmark in Spanish. 25% of MLL's will be at grade level benchmark in English.	50% of MLL's will be at grade level benchmark in Spanish. 40% of MLL's will be at grade level benchmark in English.	60% of MLL's will be at grade level benchmark in Spanish. 50% of MLL's will be at grade level benchmark in English.

	There is a large gap in students at grade level between our SOC and our White students in Spanish (35.3% - SOC vs. 75% white) and English (26.3% SOC vs. 64.7% white).	45% of SOC will be at grade level benchmark.	50% of SOC will be at grade level benchmark.	60% of SOC will be at grade level benchmark.
Equity benchmarks on CMAS (ELA, CSLA and Math)	The percent of Students of Color at or above grade level is decreasing on both CMAS ELA/SLA (down %3) and CMAS Math (down 8%). This is a significant trend compared to non-SOC where status is increasing (up %6 on CMAS ELA/SLA and up 9% on CMAS Math) which demonstrates a widening gap.	The percent of SOC at or above grade level increases by 5%	The percent of SOC at or above grade level increases by 8%	The percent of SOC at or above grade level increases by 10%
Equity benchmarks on Attendance (Students of Color (SOC) and Students with Disabilities (SwD))	SOC have an attendance rate of 85.3% while non-SOC attend 93.2%. Our American Indian or Alaskan Native students have the biggest gap in attendance at 79.2% and our SwD have the second largest at 81.7%.	SOC average daily attendance of 88%. SwD average daily attendance of 85%.	SOC average daily attendance of 91%. SwD average daily attendance of 91%.	SOC average daily attendance of 95%. SwD average daily attendance of 95%.
Family Engagement	76% of BIPOC Families attended parent conferences in December 2022 Families of Color engaging through conferences and home visits: ___	81% of BIPOC Families will attend parent conferences.	86% of BIPOC Families will attend parent conferences.	91% of BIPOC Families will attend parent conferences.

Service Learning and Community Based Learning Opportunities	The number of student-centered experiences through service or community is currently two per grade level per year.	Three per grade level	Four per grade level	Four or more per grade level
---	--	-----------------------	----------------------	------------------------------

Our Innovation status supports DCIS at Fairmont in accomplishing these goals as outlined above as well as in Sections I and II below. Specifically calendar and schedule flexibility allow for the collaboration and time allotment and alignment toward our mission and vision and these goals.

Innovation Plan Onboarding

The Personnel Committee hosts an initial screening call and/or during the interview with all candidates being considered for teaching positions to describe our Innovation School status and the unique ways that it impacts employment at our school. New hires are supported through the interview process in understanding the following components of our Innovation Plan before making a final decision to accept a job offer:

- Scheduling and Calendar Flexibilities: Overnights, non-student contact days and professional development.
- Curriculum and programming flexibilities: curricula and resources used, instructional model, assessment, data and MTSS supports, community connections, service learning.
- Does not affect probationary status

Once a candidate is hired, they will be provided with professional development around:

- Student centered learning models: Design for Change, Service Learning
- Four Domains of Global Competence
- DCIS at Fairmont's "Values" and "Be's"
- Curricular resources and community partnerships.

New leader hires will be on-boarded to this Innovation Plan through the support of the school Instructional Superintendent and the office of Portfolio Management.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	DCIS at Fairmont may design their yearly calendar with the following in mind:	DCTA CBA: <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year"

	<ul style="list-style-type: none"> ● To provide additional professional learning that compliments our curriculum, DCIS at Fairmont will modify our yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning; <ul style="list-style-type: none"> ○ No more than 5 additional professional learning days will be scheduled per year (in addition to the number of professional learning days scheduled by the district). Teachers will be compensated for this additional professional learning at their regular scheduled rate if the contract year is extended to provide it ; ○ Any professional development days that may not align with those scheduled by the district. These days will be scheduled with input from the SAC to best serve the school community; ● Non-student contact days may be scheduled on holidays observed by the community. <ul style="list-style-type: none"> ○ The SAC will gather and receive feedback from community stakeholders each year to best identify if a non-student contact day would benefit the community. ● The school year, for either or both staff and students, may start or end up to 5 days early or late to accommodate scheduling above. <p>DCIS at Fairmont’s yearly calendar may have fewer student contact days than the district calendar but will meet or exceed district and state minimum requirements for student contact. The weekly schedule may be increased to accommodate holidays that are important to our school community. The school will compensate staff for any additional time worked through a compensation philosophy.</p> <p>The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation of the SAC, during the April SAC meeting or before.</p>	<ul style="list-style-type: none"> ● Article 8-1-1 to 8-1-5: Contract Year <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(n)(I): Schedule and Calendar ● 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact ● 22-32-109 (1)(n)(II)(B): School Calendar ● 22-33-102(1) Definition of "Academic Year"
Schedule	<p>DCIS at Fairmont may extend the workweek beyond 40 hours. This additional time will be used to provide interventions or enrichments and/or meet with guardians or community members. These extra instructional minutes will be exchanged for a compensated day off for teachers of equal length (OR Teachers will be compensated for this extra time in accordance with the DCTA contract/compensation philosophy).</p> <p>All other aspects of Article 8 in the DCTA contract will be observed. This includes providing required teacher planning minutes.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of “School Year” ● Article 8-2: Forty (40) Hour Work Week <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(n)(I): Schedule and Calendar ● 22-32-109 (1)(n)(II)(A): Actual

		<p>Hours of Teacher-Pupil Instruction and Contact</p> <ul style="list-style-type: none"> • 22-32-109 (1)(n)(II)(B): School Calendar • 22-33-102(1) Definition of "Academic Year"
<p>Extra Duty Compensation</p>	<p>DCIS at Fairmont will provide extra duty compensation through both extra duty pay and through stipends. Extra duty compensation and stipends are offered to staff members who support programs in line with our mission and vision outside or in addition to regular work hours and job description. Such as but not limited to: field trips and overnights coordination; community engagement coordination; extended day student interventions; event coordination; extracurricular activities; attendance supports; committee leadership.</p> <p>The Principal will oversee the submission of additional hours worked for staff members who support programs in line with our mission and vision outside or in addition to regular work hours and job description, through True Pay no later than the Friday of the week those additional hours were worked. The financial office manager will be responsible for ensuring that all stipends are provided to eligible staff.</p> <p>Paid Class Coverage will follow Article 28-6-1 as outlined in the DCTA contract: A total of \$200 per day will be prorated amongst educators who take on additional students due to a lack of substitute in proportion of students added to their class.</p> <p>DCIS at Fairmont may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be reviewed by HR and submitted to DPS compensation by the date indicated on the submission form. DCIS at Fairmont will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> • DCTA - Article 28: Extra Duty Compensation <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
<p>Curriculum and Assessment</p>	<p>DCIS at Fairmont will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, DCIS at Fairmont will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Embedded within our use of the curricular resources listed below is our international and real-world learning approach in</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards

line with our mission and vision. Teachers use the tenets of Service Learning from NYLC (National Youth Leadership Council), design thinking from Design For Change, and the Four Domains of Global Learning from ISSN (International Studies School Network) to create student-centered experiences within the curriculum. The Four Domains of Global Learning from ISSN are: investigate the world, communicate ideas, recognize and weigh perspectives and take action.

Overnight field trips at DCIS at Fairmont are designed to be an integral part of the education students receive. Part of our mission is to instill the confidence and skills to create students who are eager to explore, learn, and change the world around them. It is our belief that student travel is a big part of how we can provide opportunities for our students and develop their desire to learn from the world around them. In addition, students who go on to attend DCIS at Baker will have many opportunities to travel internationally. By participating in overnights, DCIS at Fairmont students and parents will start to get a feeling of what it is like to spend time away from home. Overnight field trips are not mandatory but are highly encouraged.

Current selections for curricula:

Curriculum Subject	Commercial Program Name
Literacy	Core: <ul style="list-style-type: none"> ● English: CKLA Skills, CKLA Knowledge ● Spanish: CKLA Caminos, CKLA Distresas Intervention: <ul style="list-style-type: none"> ● English: 95% group, Lexia ● Spanish: Esperanza, Lexia English
Math	Bridges & Bridges Intervention
Science	Amplify Science
Social Studies	InquirED
SEL	Empower Education

Provide the current selections for assessments:

Assessment Subject	Assessment Type

	<table border="1"> <tr> <td data-bbox="329 90 781 321">Literacy</td> <td data-bbox="781 90 1243 321">English: Acadience/DIBELS Next, PASI/PSI, District Interims, CMAS Spanish: IDEL, District Interims, CMAS</td> </tr> <tr> <td data-bbox="329 321 781 474">Math</td> <td data-bbox="781 321 1243 474">District Interims, Bridges Unit Assessments, CMAS</td> </tr> </table>	Literacy	English: Acadience/DIBELS Next, PASI/PSI, District Interims, CMAS Spanish: IDEL, District Interims, CMAS	Math	District Interims, Bridges Unit Assessments, CMAS	
Literacy	English: Acadience/DIBELS Next, PASI/PSI, District Interims, CMAS Spanish: IDEL, District Interims, CMAS					
Math	District Interims, Bridges Unit Assessments, CMAS					
Professional Learning	<p>To support Initiatives around: Literacy, Equity, Project Based Learning, and International Studies, DCIS at Fairmont may host our own professional learning days rather than attend district scheduled professional learning. A scope and sequence will be created at the beginning of the year for each initiative, detailing what type of professional development is needed to achieve the goals of the initiative. The leadership team and community/curricular partners and consultants will support in providing professional development that meets the needs of our teachers, students and mission and vision. This professional development will be differentiated based on newer staff vs. experienced staff, as well as based on staff need and interest. The ILT will support the differentiation of professional development through coaching conversations, teacher action research projects, and quality of data. Quality of professional learning will be monitored through monitoring of progress towards our school wide UIP goals, staff surveys, and ILT observation and feedback cycles. If district professional learning covers curriculum training, support, or implementation; leadership supports; special education; and/or enrichments, staff may be asked to attend those sessions.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards 				
Supplemental and Enrichment Programming	<p>To support enrichments, DCIS at Fairmont may seek to hire supplemental and enrichment educators that do not hold a teacher's license to support students in STEM enrichment, extracurricular activities and library, as well as with social emotional support during recess and lunchtime. This flexibility benefits DCIS at Fairmont by allowing us to seek individuals with expertise in the areas of STEM education and Equity that may not otherwise have an elementary teaching degree, allowing us to provide our students with the highest level of opportunity and knowledge around enrichment based topics. We will provide coaching and support to ensure best practices in teaching elementary students are being used and coached within the classrooms taught by supplemental educators, as</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel; • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay 				

	<p>well as provide them with professional development and training in supporting elementary students.</p> <p>DCIS at Fairmont will identify when hiring supplemental and enrichment educators without a teaching license would best support our school community through community and SAC engagement and best practices in equitable hiring and retention.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements, including special education licensure requirements.</p>	<ul style="list-style-type: none"> • 22-63-402. Disbursements
--	--	--

Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
<p>Recruitment</p>	<p>DCIS at Fairmont will follow District Policy GDF/GCF; however, we will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar. In accordance with the Equal Pay for Equal Work Act, DCIS at Fairmont will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website.</p> <p>From this posting, DCIS at Fairmont will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. All applications for posted teaching positions at DCIS at Fairmont will be provided to the personnel committee for selection. DCIS at Fairmont will receive applications and consider candidates from the direct placement process; however, DCIS at Fairmont is not required to select teachers through direct placement or to alter the recruitment and selection process in a way that gives preference to direct placement teachers.</p> <p>The DCIS at Fairmont principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 13-7 Hiring timelines • Article 13-8 Personnel Committee • Article 14-1 Summer School Teaching Positions

	<p>DCIS at Fairmont may fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District.</p> <p><u>Hiring Committee</u> The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The hiring committee will be trained in equitable hiring practices, as well as calibrate before beginning interviews. The hiring committee supports the hiring process, including being part of the interview team. The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee.</p> <p><u>Hiring Committee Members</u> -The Hiring Committee will be composed of the principal and a minimum of three teachers and may have no more than two (2) parent(s) as member(s). -Teacher members will be chosen by the faculty through a nomination and voting process. -The Hiring Committee shall operate during the school year.</p>	
<p>Reduction in Building Procedure</p>	<p>Describe the process through which your school will make RIBS decisions if necessary.</p> <p>DCIS at Fairmont will follow the Reduction in Building Procedure as outlined in the DCTA contract article 13-10, except that the hiring committee (described in "Recruitment") will fill the role of the personnel committee.</p> <p>DCIS at Fairmont's Hiring Committee will select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building. In reducing a member of the staff, the Hiring Committee shall use criteria that is approved by the district HR office.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • 13-10 Reduction in Building Staff (RIBS)

Section III: School Management and Leadership

School Management and Leadership Flexibilities

Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	<p>Based on the mission and vision of the school, DCIS at Fairmont's principal will have the autonomy to opt in or out of district training. Instead, the principal will attend principal training/professional learning in line with the school's Unified Improvement Plan priorities and mission and vision. For example (not an exhaustive list); leading for equity, student centered learning approaches, coaching models that center equity and relationships, science of reading, service/inquiry/project based learning, personalized learning, social emotional learning, restorative practices, circle practices, anti-bias work in schools and/or professional learning aligned with the schools curricula and resource.</p> <p>The principal will meet with their Principal Supervisor when necessary to make decisions about coaching and professional learning and will still complete all training related to health, safety, and other legal compliance (such as special education and MLE).</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

Section IV: Governance and Budget Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing governance and budget flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Committees	<p>DCIS at Fairmont will combine the SLT and CSC into one governing body referred to as School Accountability Committee (SAC). In addition to the responsibilities required in state statute, SAC will:</p> <ul style="list-style-type: none"> • Meet at least once a month; • Assume the responsibilities of the SLT detailed in Article 5-5 of the DCTA contract: <ul style="list-style-type: none"> ○ Advise on the school's master calendar and schedule ○ Make recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	<p>District Policy:</p> <ul style="list-style-type: none"> • BDF-R4 Collaborative School Committee <p>(If the SLT and CSC are combined):</p> <p>CBA:</p> <ul style="list-style-type: none"> • Article 5-5: School Leadership Team

- **Collaborate to identify strategies for increasing enrollment at the school**

In addition to the responsibilities required in state statute, SAC will work in partnership with the District to:

- **Identify 1 or more principal candidates (when a vacancy exists).**
- **Identify an interview panel to conduct principal interviews consisting of the outgoing principal (or designee), at least 2 faculty/staff, at least 2 parents/guardians.**
- **Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the CSC and ILT so choose, recommend a single candidate .**
- **The superintendent (or designee) shall make a final hiring decision from among the candidate(s) or, if the superintendent determines that no candidate is sufficiently qualified, direct the CSC and ILT to work with the District to identify additional principal candidates.**

All official decisions of the SAC must be made in a publicly accessible hearing. The SAC will make decisions by consensus. If consensus cannot be reached, the principal will make the final decision.

SAC Membership

SAC: Teachers will have the opportunity to elect three teacher representatives to the SAC, classified staff will have the opportunity to elect one member to the SAC, and the school principal (or designee) will serve as the administrative representative to the SAC.

Membership terms will be staggered so that there is continuity on the SAC from one year to the next. The SAC must also include at least four parents and one community representative. The school principal will have discretion in adding positions to the SAC but will ensure that at least half of all SAC members are employees of the school. Members shall self-nominate and provide a short reasoning which shall be shared with the greater community and submit to a vote. If fewer than three teachers or three family members self-nominate, teachers and family members shall be recruited to engage greater participation. Non-certified staff and community members shall be appointed and approved by voting members of the SAC.

Committee Name and Acronym	Members	Brief Overview of Responsibilities
School Accountability Committee (SAC)	Three or more teachers, one or more classified staff,	Advise the principal on budget and other school decisions.

State Statute:
 ● 22-32-126:
 Employment and Authority of Principals

		and the school principal (or designee)		
	Multi-Tiered Support System (MTSS)	Mild Moderate Teachers Center Program Teachers School Psychologist One teacher per grade level	Identify intervention needs and supports for students and use 6 week cycles to implement intervention and collect data.	
	Hiring Committee	Principal AP Minimum of 3 teachers Maximum 2 parents	In charge of hiring for vacancies during the school year.	
	Positive Behavior Intervention System (PBIS) Team	Teachers Support Staff	Develop and promote systems for recognizing school values and promoting exemplary student leadership and behavior.	
	Social-Emotional Learning (SEL) Team	School Psychologist Administrator Teachers	Provide support for student SEL (curriculum, scope & sequence, modeling) as well as Adult SEL (circles, teambuilders). Compile and analyze BESS data to create SEL groups.	
Budgeting on Actual Teacher Salaries	<p>DCIS at Fairmont currently budgets on actual teacher salaries and will continue to budget this way while using the district salary schedule for determining pay. This budgeting strategy allows DCIS at Fairmont to spend any additional budget on resources to support student learning and wellbeing and programming aligned with the school mission and vision.</p>			No Associated Waivers

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-32-109 \(1\)\(n\)\(II\)\(B\): School Calendar](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

- The SLT or SLT-equivalent must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

The term "school year" as used in corresponding Articles and policies affecting the school shall mean the school calendar as it is established by the innovation school. This definition will include an identification of days. "Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School.

Schedule

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-2: Forty \(40\) Hour Work Week](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)

The school may **modify the professional standards outlined in Article 8-2 - 8-10**, as described in the innovation plan. All other aspects of Article 8 in the DCTA contract will be observed (all references in article 8 to the SLT will

refer to the SLT equivalent).

Extra Duty Compensation

DPS CBAs:

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)

State Statute:

- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)

The School has the authority to **determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities** including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC and HR for annual review. The compensation philosophy must be shared with the school's HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school's HR partner for review by March 1st.

Pursuant to state law, the DPS board will delegate the duty specified in 22-32-109(1)(f) to the innovation school.

Curriculum and Assessment

State Statute:

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district's policy on curriculum and assessment as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Professional Learning

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional

development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

The school will continue to follow the district's policy on curriculum and assessment.

In determining the School's PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all trainings required for health, safety, and other legal compliance.

Supplemental and Enrichment Programming

State Statute:

- [22-32-110\(1\)\(ee\): Local Board Powers-Employ teachers' aides and other non certificated personnel](#)
- [22-63-201: Employment - License](#)
- [22-63-402. Disbursements](#)

The school may **employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan**, and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan. Non-licensed personnel will, at a minimum, possess a bachelor's degree or have relevant work experience, subject to approval by DPS HR. The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as: Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Art. All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.

School district monies will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law, the district shall conduct background checks.

Recruitment

DCTA CBA:

- [Article 13-7 Hiring timelines](#)
- [Article 13-8 Personnel Committee](#)
- [Article 14-1 Summer School Teaching Positions](#)

The Innovation School will have autonomy to **recruit staff and make offers to candidates outside of the traditional district hiring calendar.**

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.

Reduction in Building Procedure

DCTA CBA:

- [13-10 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-10.

School Leader Training and Development

State Statute:

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

In determining the Principal's PD and coaching schedule, the principal manager will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

District Policy:

- [BDF-R4 Collaborative School Committee](#)

(If the SLT and CSC are combined):

CBA:

- [Article 5-5: School Leadership Team](#)
- [Article 5-6: Instructional Leadership Team](#)

(If the CSC is more involved in principal hiring)

State Statute:

- [22-32-126: Employment and Authority of Principals](#)

The School will utilize innovation status to **combine the School Leadership Team and School Collaborative Committee, creating the School Accountability Committee (SAC)**. The SAC will comply with State Law on School Accountability Committees (summarized below).

The membership of the CSC will include at least 7 voting members, with parents constituting the largest group. The CSC will include representation by the following parties (more representatives can be added in these or other categories, provided parents constitute the largest group):

- Principal or principal's designee
- At least 3 parents or legal guardians of students enrolled at the school
- At least 1 teacher who provides instruction at the school
- At least 1 person who is involved in business or industry in the community
- At least 1 adult member of an organization of parents, teachers and students recognized by the school

The number of members of the CSC will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the CSC will represent a cross-section of the school community.

The CSC will provide input into principal hiring as described in the innovation plan. The CSC may also choose to follow the typical district process for principal hiring.

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Although the school is waiving DPS policy BDF-R4, C.R.S. 22-11-401 and 22-11-402 are not waived.

Summary of State Statute

(This statute is not waived and the CSC must adhere to C.R.S. 22-11-401 and C.R.S. 22-11-402).

Meetings

The CSC will publicize and hold public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in the school priority improvement or turnaround plan and to review a written school priority improvement or turnaround plan.

Summary of Duties ([see 22-11-402 for state statute verbatim](#))

The CSC will:

1. *Act as the school accountability committee for the school.*
2. *Recommend to the principal priorities for spending school moneys and formulating school budget requests.*
3. *Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.*
4. *Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.*
5. *Provide input and recommendations on an advisory basis to the District*
6. *Accountability Committee and the Instructional Superintendent concerning Principal evaluations.*
7. *Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:*
 - a. *Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;*

-
- b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and*
 - c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.*

Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC

DCIS at Fairmont Innovation Renewal Engagement Plan (22-23)

This plan reflects the engagement and design efforts as part of Denver Center for International Studies at Fairmont's Innovation Renewal Application during the 2022-23 school year. We used this opportunity to reflect on where we are at and where we want to be as a school community. It involved reviewing why we are an innovation school, what that means in practice and what we want to keep the same, grow or shift in our Innovation Plan for the future. In the end, we will complete our innovation renewal application and are prepared to share it with the DPS School Board for approval.

1. Created an engagement plan with School Accountability Committee (SAC)

This plan is shared with SAC at multiple points in Fall and Spring to gain feedback and approval on the process. Our DCTA liaison/representatives are present at each of these meetings. This plan was initially shared at our August 29th SAC meeting. [Here is the recording.](#)

2. Launching the innovation renewal with all staff (August 22nd, 2022)

Here is the presentation for the [August 22nd, 2022 Innovation Renewal launch](#) where we shared what innovation is and how our school would engage in the renewal process. Information on innovation renewal and events and related meetings are also continuously shared in our [Monarch Staff Weekly Communication](#).

3. Multi-Stakeholder Team and Community Engagement (Fall 2022)

Before we could start imagining the future of our school and how that impacts Innovation Renewal, we needed to hear from our community. With the support of a non-profit named ReGEN we established a Multi-Stakeholder Team that planned and engaged a diverse representation of our staff, student and family community members to participate in focus groups answer the two driving questions across all three DCIS schools: 'What does our school need to do and be in order to nurture our kids through the changes of the 2020s?' and 'How might our common DCIS background create a community that strengthens our schools?' The Multistakeholder Team that guided this work consisted of one teacher, one admin, two protech staff, one school mental health professional, two parents and 3 students in grade 3-5.

Here is the [Fall Community Engagement Plan](#). These are the Focus Group Questions: [Students](#), [Educators](#), [Families](#). Here is the [Focus Group Analysis](#) as a result of this work

3. Waivers Proposed to Staff (Jan 9th, 2023)

Based on community engagement and Multi-Stakeholder Team's work, waivers were proposed at a staff meeting to gain teacher feedback and questions and determine next steps. Here is the presentation used to share waivers at our [January 9th, 2023 staff meeting](#). Staff also were be invited to participate in the Innovation Committee to complete the innovation application. Ideally, this committee will represent a cross section of our staff to ensure that all grades and contents are involved in committee meetings.

4. Innovation Committee and Writing the final application (Jan-Mar, 2023)

All interested staff were invited to participate in the Innovation Committee to complete the innovation application. There was limited interest in drafting the application, so the committee was only composed of: Principal, Assistant Principal, 1st grade ELA-E teacher (Lynnette Bell) and 5th grade ELA-S teacher (Daniell Williams). The committee used suggestions from staff meetings and SAC to draft the plan. The plan was then shared with staff for feedback.

- **First Meeting (Jan):** Innovation Application Shared along with Focus Group Analysis and Staff Waiver Feedback to analyze.
- **Remaining Meetings (Jan-March):** At each other meeting, the committee will collaborate on planning around 1-2 sections of the application. For example, in Section 1, "Education Program Flexibilities", we are prompted to provide rationale for the following flexibilities: Curriculum and Assessment, Professional Learning, and Supplemental and Enrichment Instruction. Committee members can be divided so that subgroups have some work time to brainstorm based on the application prompts to these sections.

Feedback was solicited from staff throughout the drafting process. The committee worked together to draft the plan in its entirety. Each section addresses all standards of quality included in the application, and there was opportunities for all staff to provide feedback before the district reviews the plan.

6. Keeping SAC informed throughout the process

SAC (our school's combined SLT and CSC) was kept up to date on the Innovation Renewal process. [SAC agendas](#) record meeting notes and feedback. Our DCTA representative (Lauren Wolf) was involved in meetings.

August: Shared fall engagement plan

November: Shared Focus Group analysis

January: Update on innovation waivers feedback

February: Update on innovation application progress. Reviewed draft and provided feedback.

March: Review final innovation application drafted. Vote on the final draft with teachers.

Please contact the Principal, alexandria_wenzel@dpsk12.net with any questions or concerns about our innovation renewal engagement process.