



DCIS
AT FAIRMONT
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Innovation Plan

Denver Center for International Studies at
Fairmont (ECE – 5)

January 2016



Discover a World of Opportunity™



Denver Public Schools School Board,

January 8, 2016

Innovation Status will continue to allow DCIS at Fairmont to build a culture of high achieving students who engage in and contribute to culturally diverse communities. With autonomy over people, time and money, DCIS at Fairmont will be able to create a school that prepares elementary students for the world as globally competent citizens.

Innovation Status will continue to support the DCIS school model as an International Studies school and will directly lead to improving student outcomes by providing the best instruction possible for the students. The direct effect of the waivers will occur 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 will benefit from strategic planning and targeted professional development.
- Autonomy will allow for an open timeline for hiring exemplary teachers internally and externally, who are invested and believe in the vision and mission of DCIS at Fairmont.

I am excited to put this renewal plan forward. I am a believer that in order to have transformational change in a school, a school leader must always do what is best for our students. I believe innovation status will ensure that all students at DCIS at Fairmont are receiving the highest quality instruction and learning opportunities.

Thank you,

Anne Jacobs
DCIS at Fairmont, principal

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Part I: Innovation Plan Statements

Statement	Mission
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The mission of Denver Center for International Studies at Fairmont is to prepare every student in its diverse enrollment for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world. This mission statement is shared by all DCIS schools, and subsumes the DPS mission, which is to provide all students the knowledge and skills necessary to become contributing citizens in our diverse society and to compete in the 21st century global economy.

1. How will innovation status help you more fully realize your mission?

Innovation Status will allow DCIS at Fairmont to build a culture of high achieving students who engage in and contribute to culturally diverse communities. With autonomy over people, time and money, DCIS at Fairmont will be able to create a school that prepares elementary students for the world as globally competent citizens.

Innovation Status will support the DCIS school model as an international studies school and will directly lead to improving student outcomes by providing the best instruction possible for the students. The direct effect of the waivers will occur in a variety of ways, including:

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- 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 will benefit from strategic planning and targeted professional development.
- Autonomy will allow for an open timeline for hiring exemplary teachers internally and externally, who are invested and believe in the vision and mission of DCIS at Fairmont.

A. Succession Plan

If not addressed in the school's performance application, please provide specifics of a succession plan (or process) that will ensure consistency and stability in implementing the innovation plan in the school in the case that there are leadership changes.

In the event that the current school principal vacates the position, the School Accountability Committee (SAC) will be responsible for implementing the principal selection process in consultation with DPS. The SAC will identify an interview team that will be comprised of 2 teachers, the principal's secretary, the exiting principal (per SAC approval), the assistant principal and 4 parents and/or community members. The committee will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

- A neutral party will be invited to facilitate all faculty and parent/community meetings. The selection process will include:
- A work group to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- Development of a job description based on faculty and parent/community input;
- Posting of position on DPS's website and other external outlets;
- Development of interview questions and selection criteria rubric based on job description and key leader attributes;
- Application screening and scoring;
- Conduct interviews including performance tasks such as classroom observation and feedback sessions;
- Reference checks on top candidates;
- Host a public symposium for finalists;
- Conduct site visits to finalists current schools;
- SAC selects final candidates;
- Submits recommendation of two finalists to Superintendent for final selection;
- Announce position acceptance to staff, students, parents, and community.

The assistant principal or international schools coordinator at DCIS, would all be logical candidates to succeed the principal in that they will be an integral part of the school's leadership team and understand the day-to-day operations of the building. They will already have relationships built with the staff, students and community and could continue the school's pursuit of its vision and mission without substantial disruption or turnover.

- Staffing and curriculum decisions
- Budgeting and scheduling processes
- Facility management and safety protocols
- Planning and facilitating professional development and staff meetings
- Community engagements and recruitment efforts
- Working with OSRI and district leadership
- Establishing relationships with all pertinent district departments
- Providing professional development opportunities in International Studies through the International Schools Studies Network (ISSN.)

The Principal Selection Committee will consider the following criteria when selecting a new principal for DCIS at Fairmont:

- Intelligence and inquiry- the school leader should be informed on the latest theories and best practices in education.
- Input and listening- the school leader should want input from his or her teachers to help make decisions and create policies.
- Communicator- the school leader should operate transparently, be an effective communicator and be able to actively engage parents and the community
- Relationships- the school leader should be personable, empathetic and value positive relationships with students, staff and parents.

- A. What cost savings and/or efficiencies that are projected through attainment of innovation status?

Innovation Status will create significant efficiencies in the recruitment, selection, hiring, and retention of staff. With added autonomy at the school level, the administration at DCIS at Fairmont expects to have the ability to bring on staff in a more strategic way. The traditional hiring cycle would not be as effective and would not ensure hiring the best fit of teachers for DCIS at Fairmont if the school was not under Innovation status. From a financial perspective, DCIS at Fairmont is also considering budgeting on actual teacher salaries rather than average teacher salary. This decision should result in the school having revenue dollars that would otherwise not be available to the school-allowing the leadership team to manage a large pool of resources for strategic initiatives.

- B. Will the school continue to comply with the Highly Qualified Teacher requirement of No Child Left Behind?

Through Innovation and the International School model, DCIS at Fairmont will continue to comply with the Highly Qualified Teacher requirement of No Child Left Behind.¹ The school will meet or exceed professional development hours required as well as meet or exceed instructional hours in the day. All teachers will be highly qualified specific to the classroom type that they have been assigned to.

Academic Achievement Goals

DRA/EDL2*	2014-2015	2015-2016	2016-2017	2017-2018
Kindergarten	85% 81%	85% 80%	85% 85%	85% 85%
Grade 1	81% 57%	85% 85%	85% 85%	85% 85%
Grade 2	75% 53%	85% 65%	85% 80%	85% 85%
Grade 3	61% 25%	75% 60%	85% 65%	85% 85%
Grade 4	41% 0%	65% 0%	80% 0%	85% 0%
Grade 5	71% 0%	55% 0%	70% 0%	85% 0%

*Percent of students reading At or Above Grade Level according to DRA/EDL2

PARCC-Math*	2014-2015	2015-2016	2016-2017	2017-2018
Grades 3-5	26.5%	45%	60%	75%

*Percent of students who Meet or Exceed Expectations

PARCC-ELA*	2014-2015	2015-2016	2016-2017	2017-2018
Grades 3-5	28.7%	42%	60%	75%

*Percent of students who Meet or Exceed Expectations

Part II: Waiver Requests and Replacement Policies

District Policy Waivers		
	Policy Waived	Area of Impact
School Proposal	BDF-R4: Collaborative School Committees	School Governance
Replacement Policy	<p>The School Accountability Committee (SAC) will assume the role of the CSC and the SLT for DCIS Fairmont.</p> <p>SAC: Teachers will have the opportunity to elect two teacher representatives to the SAC, classified staff will have the opportunity to elect one member to the SAC, and the school principal (or her designee) will serve as the administrative representative to the SAC.</p> <p>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 three 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.</p> <p>The SAC will have the following responsibilities: approving Unified improvement plans (UIPs), recommending final candidates for the principal position (when a vacancy exists), approving the school's annual budget, participate in the principal's annual performance evaluation. In addition the SAC will advise on the school's master calendar and schedule and make recommendations regarding the school's curriculum and instruction, culture and behavior, and services for special populations and use of school facilities. All official decisions of the SAC must be made in a publicly accessible hearing.</p>	

School Proposal	KHBA: Sponsorship Program	Budget
Replacement Policy	<p>The school will have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ul style="list-style-type: none"> -The sponsorship must not compromise or show inconsistency with the beliefs/values of the district and school. - The sponsorship will not alter any district owned resources unless permission is granted by the district - The sponsorship does not create a real or perceived conflict of interest with school administrators or staff <p>The sponsorship agreement will be reported to the district budget office at least 30 days prior to the sponsorship taking effect. The budget office will have the ability to refuse the agreement in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit DCIS-Fairmont or because it would be in conflict with existing fund regulations (such as federal grants)</p>	
School Proposal	GCF/GDF: Professional Staff Hiring	Human Resource Management: Hiring
Replacement Policy	<p>DCIS 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.</p> <p>DCIS will work with the district HR office to post teaching positions through the district website. From this posting, DCIS will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. All applications for posted teaching positions at DCIS will be provided to the school principal for selection.</p> <p>DCIS will receive applications and consider candidates from the direct placement process; however, DCIS 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 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>For teachers considered for hiring who have been absent for more than five years, the school principal will determine the appropriate number of years experience that shall apply for determining base salary. The determination will be based on whether the teacher teaches a hard-to-staff position and whether the teacher demonstrates having clear qualifications appropriate to the years of experience.</p> <p>Background checks will be administered using the existing systems and processes for the district.</p>	
School Proposal	IC/ICA: School Year/School Calendar	Calendar & Schedule

<p>Replacement Policy</p>	<p>Prior to the end of April of the calendar school year the school Principal, in consultation with the SAC, shall determine the following year's school calendar that meets or exceeds the Board of Education's determination of the length of time during which district schools shall be in session during the next school year. All calendars shall include the dates for all staff Professional Development programs scheduled for the coming school year. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the upcoming academic year and a copy shall be provided to the school's Instructional Superintendent.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>	
<p>School Proposal</p>	<p>IIA/IJJ/IJJ-R: Instructional Materials (Textbooks or their Equivalent Learning Materials)</p>	<p>Educational Program</p>
<p>Replacement Policy</p>	<p>DCIS Fairmont has the flexibility to adopt the school's educational program, including selecting curriculum and textbooks.</p> <ul style="list-style-type: none"> ● DCIS Fairmont's program will meet or exceed the minimum standards of the District and State. ● DCIS Fairmont will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent. ● DCIS Fairmont's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. DCIS Fairmont will regularly evaluate its education program and make changes to content, instruction, and assessments. ● Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. We are proposing to use Engage NY curriculum as the foundation. ● The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan and the annual UIP review by the SAC. <p>Substantive interim changes must be approved by District staff.</p>	
<p>School Proposal</p>	<p>IKE / IKE-R: Promotion, Retention and Acceleration of Students</p>	<p>Educational Program: Promotion, Retention and Acceleration of Students</p>
<p>Policy</p>	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> 1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. 2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If 	

	<p>retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.</p> <p>3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following:</p> <ul style="list-style-type: none"> a. A summary of the school's interventions during the current year to meet the student's academic needs b. The interventions to be implemented during the next school year to meet the student's academic needs. <p>4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated.</p>
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School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>	

	DCTA Agreement Waivers	
School Proposal	Grievance (Article 7): Establish Dispute Resolution Procedures	Human Resource Management: Dispute Resolution
Replacement Policy	<p>No grievance shall be recognized by the District or DCIS Fairmont unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.</p> <p>DCIS-Fairmont will follow a grievance process as outlined below</p> <ol style="list-style-type: none"> 1. The employee attempts to resolve the complaint as close to the source as possible. This level is quite informal and verbal If the matter is not resolved... 2. The employee notifies the principal (in writing or otherwise) as to the substance of the grievance and states the remedy sought. <ol style="list-style-type: none"> a. Discussion should be held between the employee and any other relevant party. b. This level will usually be informal, but either party may request written statements and agreements. <p>This level should not exceed one week.</p> <p>If the matter is not resolved...</p> 3. The principal must refer the matter to the DPS human relations representative responsible for assisting DCIS at Fairmont <ol style="list-style-type: none"> a. A grievance taken to this level must be in writing from the employee. b. The principal will forward to the HR representative, any additional information thought relevant c. The HR representative will provide a written response to the Employee d. The HR representative will also communicate with any other parties involved or deemed relevant <p>In no circumstance will an employee receive adverse treatment for filing a grievance against a co-worker, a supervisor, the SAC, or against the school so long as the grievance is filed in good faith.</p> <p>If the individual lodging the grievance feels uncomfortable attempting to resolve the complaint either with the individuals/groups specified in steps 1 or 2, then the matter can be escalated to the next highest level, but initial efforts should still be made to address the grievance informally. Decisions regarding dismissal or non-renewal shall not be grievable. Concerns with the LEAP process or ratings shall be handled in accordance with the District's LEAP basic fairness guidelines.</p> 	
School Proposal	Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	Calendar & Schedule

<p>Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the SAC will make decisions as described in the innovation plan.</p> <ul style="list-style-type: none"> • The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards. • The School has the authority to establish class sizes and teaching loads that support the Innovation Plan. • The School has the authority to establish any necessary committees <p>Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the SAC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the SAC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p>	
<p>School Proposal</p>	<p>Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)</p>	<p>Governance & Human Resource Management: Leadership Structure</p>

<p>Replacement Policy</p>	<p>School will replace School Leadership Team with School Accountability Committee. SAC: Teachers will have the opportunity to elect two teacher representatives to the SAC, classified staff will have the opportunity to elect one member to the SAC, and the school principal (or her designee) will serve as the administrative representative to the SAC.</p> <p>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 three 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</p> <p>The Personnel Committee will be retained according to the following policy:</p> <p>Personnel Committee DCIS shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <ul style="list-style-type: none"> -The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee. -Teacher members will be chosen by the faculty. -For hiring vacancies, the Personnel Committee will nominate three finalist candidates by consensus. If the Personnel Committee is unable to reach a decision by consensus, the principal shall make an impasse decision. Following nominations, the school principal will implement a final selection process at the principal's choosing, to select the final candidate. -The District will establish and provide resources for training and effective functioning of the Personnel Committee. -The decision or results of the Personnel Committee shall not be grievable. -In reducing a member of the staff, the Personnel Committee shall use criteria that is approved by the district HR office. -The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without the requirement of consultation with the Personnel Committee <p>No other committees identified will be a permanent part of the school design, but may be organized as the need arises on an ad hoc basis.</p>	
<p>School Proposal</p>	<p>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</p>	<p>Human Resource Management</p>
<p>Replacement Policy</p>	<p>The school will follow the district’s basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.</p>	
<p>School Proposal</p>	<p>Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>

Replacement Policy

The nature of DCIS at Fairmont and its intercultural/international mission will assist in attracting a diverse staff. The school's very mission addresses the virtues of a multicultural environment, intercultural proficiencies, and a diverse student population as a hologram of the world about which the students are learning. However, concerted efforts to use our networks must be made to attract a diverse staff that is highly qualified, both by NCLB standards as well as those of DCIS and ISSN. Key to using the school's networks is gaining assistance in targeting institutions where the ethnic and international diversity might actually be found. Examples of these sources include urban teacher preparation programs, graduates of Teach for America and former Vista volunteers who have gone into teaching, Returned Peace Corps Volunteer organization, and Fulbright teacher exchange connections. Already DCIS has received resumes of teachers representing a very diverse range of ethnic and national backgrounds who have sought to teach at DCIS. One growing source of possible teachers that represents a wonderfully diverse range of backgrounds is the growing number of DCIS (i.e. CIS/West) alumni who have gone into teaching.

The selection process from applicants that are determined qualified by Human Resources is extremely important for staffing. The procedure used for DCIS will be put in place for DCIS at Fairmont because it has been very successful in selecting the diverse faculty uniquely needed for DCIS with the skills, experience, rigor, and enthusiasm needed for this school. The process will follow these steps:

- Once the school has an approved list of candidates, the resumes and application letters of all the candidates will be printed out and made available to the Personnel Committee. The materials will be screened for the best fit according to the postings, and 3-5 candidates will be selected as finalists.

- Finalists will be notified, and teaching demonstrations are scheduled at Fairmont. Observations of the finalists' teaching will be through the lens of student engagement in a clear learning goal. An ISSN observation instrument will be used.

Interviews of the finalists are scheduled. Candidates are instructed to bring a key instructional sample to discuss in the interview.

- An interview team for each posted position is formed by the Personnel Committee, or in the planning year by the design team. The interview team members will be selected to best represent the school, and may include administrators, teachers, students in the upper grades at Fairmont and/or from DCIS, parents, and community members. Committee members will meet prior to the interviews and will be oriented to the interview process. Key questions which will be asked of the candidates will be assigned to a variety of people on the committee.

- For each candidate, every interview team member will complete a scoring guide that lists desired qualifications the questions attempt to elicit from the candidate. Prior to its use, the scoring guide will be shared with the school's HR representative for review and feedback.

- After the interviews for each posted position the committee will work towards consensus in selecting the teachers for the posted positions. Every team member will express an opinion and will support it based on his/her observations recorded on the scoring guide. Student voice is a key part of the process, because often the adults are looking at candidates through their own perspective of how well the candidates interact with them. Students can respond not only to how well the candidates seemed prepared with the unique desired qualifications, but also how well the candidates interacted with and focused on the students.

The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals.

	<p>Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
School Proposal	Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Replacement Policy	<p>School-level RIF determinations will be made by the school principal as deemed appropriate to minimize the impact to the delivery of high quality educational services to students. Determinations will be made in consultation with district staff to ensure compliance with state and federal statutes.</p>	
School Proposal	Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time	Human Resource Management: Staff Assignments
Replacement Policy	<p>Job-Sharing: Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <ul style="list-style-type: none"> -Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date. -Teachers wishing to job share must find another teacher who also wishes to job share. -Job share and half-time assignments, when possible, shall be for one (1) year at a time. -Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable. 	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
School's Replacement Policy	<p>Teachers will be hired on annual contracts.</p> <ul style="list-style-type: none"> • Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. • The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan. <p>10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</p> <p>10-2: The school has only one type of evaluation, which applies to all teachers as all teachers are on an annual contract. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p>	

	<p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.</p>
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CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	<p>The School has the authority to determine its own compensation structure for additional work.</p> <ul style="list-style-type: none"> ● The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement. ● The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. ● School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan. ● In no event shall this determination be made later than March 15th for the following school year 	

	Colorado Revised Statutes	
School Proposal	Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel	Human Resource Management: Teacher Evaluations
Replacement Policy	<p>The School will implement the district licensed personnel evaluation system (LEAP) .</p> <p>Individual employee goals will first be established through district structures. Data from the previous years' PARRC/CMAS results that pertain to teacher's individual students will be the starting point. Selection of LEAP goals will be done collaboratively with the principal to address effective teaching, in terms of both individual growth and how that growth will support the school at large.</p> <p>These goals, will also be aligned with developing teachers' expertise in coaching student learning in the school's international studies frameworks and global competencies. This honing of goals will be accomplished through the support of the ISSN coach during the initial teacher professional development days prior to the beginning of each school year. These goals will be directly tied to the identification of each teacher's collaborative role in the ISSN school design matrix.</p> <p>The LEAP procedures will be followed for evaluating teachers. DPS procedures for evaluating non-teaching staff will be followed.</p> <p>In addition, one of the most important supportive processes to evaluation is the collaborative environment that will be developed in the school among teachers that will allow them to evaluate their own process with each other through protocols of sharing student work in data teams and their instruction through professional development. These interactions will help teachers develop predispositions and common language for both professional growth and for quality interactions with their formal evaluators.</p> <p>The Instructional Superintendent for Fairmont will continue to be responsible for evaluating the principal. The School Accountability Committee and mid-year teacher surveys will contribute to that evaluation. The Instructional Superintendent will take action as necessary in setting up a plan for improvement, and then initiate further action as deemed necessary to keep the school leadership in line with the achievement of the goals outlined in this proposal.</p>	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Replacement Policy	The principal, in consultation with the SAC, will select teaching staff directly and rates of pay will be based on the district schedule.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Budget

Replacement Policy	The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits to and withdrawals from the account when such actions are taken to further the academic achievement of students at DCIS-Fairmont.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
Replacement Policy	The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall DCIS-Fairmont have fewer than the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Replacement Policy	The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall DCIS-Fairmont have fewer than the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Replacement Policy	The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall DCIS-Fairmont have fewer than the minimum hours set by the district and state for public instruction.	
	The school calendar will replace the school's need to follow the district calendar.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program

Replacement Policy	<p>The Board authorizes DCIS-Fairmont to work directly with the CAO Department to determine the educational programs to be carried out and to prescribe the textbooks for any course of instruction or study in such programs.</p> <p>DCIS Fairmont has the flexibility to adopt the school’s educational program, including selecting curriculum and textbooks.</p> <ul style="list-style-type: none"> • DCIS Fairmont’s program will meet or exceed the minimum standards of the District and State. • DCIS Fairmont will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent. • DCIS Fairmont’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. DCIS Fairmont will regularly evaluate its education program and make changes to content, instruction, and assessments. • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. We are proposing to use Engage NY curriculum as the foundation. • The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan and the annual UIP review by the SAC. <p>Substantive interim changes must be approved by District staff.</p>	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development
Replacement Policy	<p>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.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent 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.</p>	
School Proposal	Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals
Replacement Policy	<p>(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to DCIS-Fairmont. All processes for dismissal must meet the minimum standards established in District policy GDQD GDQD-</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 201: Employment-License Required-Exception	Human Resource Management: Hiring and Teacher Qualifications
Replacement Policy	Policy will remain, but with recognition that the school leader does the hiring.	

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract	Human Resource Management: Hiring, Contracts and Employment Offer Letters
Replacement Policy	<p>All contracts will be in writing. School will provide contract language with the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal and teachers must give notice at least 30 days prior to the date of termination (unless mutually agreed upon that the termination date could be sooner). Teachers will be on an annual contract. Contract renewals for the following school year must be finalized no later than 60 days before the end of the current school year.</p> <p>The school principal has the authority to make initial employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the replacement policy for GDQD and GDQD-R. DCIS-Fairmont will not provide first opportunity to interview rights to priority hiring pool candidates, but will still consider them for employment. The school has the right to refuse direct assignment of teachers from the District.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract	Human Resource Management: Dismissals
Replacement Policy	<p>DCIS-Fairmont will employ all teachers according to an annual contract and will not have probationary or non-probationary status for their employees as a result. Years of service and formal evaluations using DPS terminology for meeting and exceeding expectations will be tracked and monitored by the school.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers
Replacement Policy	School will have the authority to decide whether to accept transfers of any staff from the district on a case-by-case basis.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 301: Grounds for Dismissal	Human Resource Management: Dismissals
Replacement Policy	Teachers will be on annual contracts and will be subject to dismissal during the year for cause. In the case of a dismissal during the year, the School will follow DPS Policy GDQD and Regulation GDQD-R.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 302: Procedures for Dismissal of Teachers and Judicial Review	Human Resource Management: Dismissals

Replacement Policy	Teachers will be on annual contracts and will be subject to dismissal during the year for cause. In the case of a dismissal during the year, the School will follow DPS Policy administer dismissal policies as identified in the replacement policies for GDQD and Regulation GDQD-R.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Replacement Policy	The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but not necessarily be limited to coaching, tutoring, external professional development or for performance incentive pay.	