



DCIS
AT FAIRMONT
Explore the world. Begin here.

Innovation Plan

*Denver Center for International
Studies at Fairmont (ECE - 5)*

January 2013



Discover a World of Opportunity™



Denver Public Schools School Board,

December 2012

In June 2012, the School Board approved the Performance School Application for the Denver Center of International Studies (DCIS) at Fairmont. As the newly hired principal of DCIS at Fairmont, I am pleased to submit this plan for innovation.

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:

- 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 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
Principal, DCIS at Fairmont

Table of Contents:

Part I: Innovation Plan Statements

Mission Statement: Page 2

Succession Plan: Page 3

Cost Savings, NCLB Page 5

Part II: Requested Waivers and Replacement Policies

District Policies Page 8

DCTA Policies Page 14

State Policies Page 19

Part III: Evidence of Support Page 23

Part V: Performance School Application Page 29

Part I: Innovation Plan Statements

Mission Statement

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:

- 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.

Succession Plan

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.

Cost Savings and NCLB

- 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.

¹ Clarification to CDE: Teachers teaching core content areas will hold a valid license.

Part II: Waiver Requests and Replacement Policies

SCHOOL: DCIS Fairmont		
	Policy Waived	Area of Impact
School Proposal	BDFH: Collaborative School Committees	School Governance
Replacement Policy	<p>School Leadership Team (SLT): The current DCIS at Fairmont education design team, a group of teachers that supported the development of this proposal’s education program, will serve as the planning year SLT, and will represent faculty and community voice of the school vision and mission in the planning year. This group will continue to provide input in the planning, specifically, the educational program. This team will also work with the principal in preparing a collaborative input process for staff selection. As the school enters into the first year of operation, these individuals will continue to serve on the SLT until the new faculty elects members to a School Accountability Committee (SAC), which will assume the role of the CSC.</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 include at least three parents and one community representative beginning no later than 100 days after the first day of school in the first year of school operations. 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 school improvement plans (SIPs), 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. All official decisions of the SAC must be made in a publicly accessible hearing.</p>	
School Proposal	DF: Revenue from Non Tax Sources/DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships	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 - The sponsorship agreement will be reported to OSRI and 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). 	

School Proposal	GCB: Professional Staff Contracts and Compensation	Human Resource Management: Hiring, Compensation, Job Descriptions
Replacement Policy	<p>The school will pay all staff according to the district salary schedule; however, the school leader will have the authority to determine whether the budget will be drawn down based on actual or average salaries for each employee group. In the event that a school draws down the budget based on actual salaries, the difference between the actual salary allocation and the average salary allocation will be retained by the school and used to supplement staff compensation either in the form of added incentive pay, extra duty pay, or professional development budget.</p> <p>Staff will be hired according to an annual contract that is developed and signed at the school level. Contract language will be shared with OSRI and Human Resources at least 30 days prior to the first offer to ensure that it adheres strictly to the employment contract procedures established by Colorado statutes. The contract will specify the salary offered the teacher and will also clarify the innovation waivers of the school that relate to employment.</p>	
School Proposal	GCF: Professional Staff Hiring	Human Resource Management: Hiring
Replacement Policy	<p>DCIS will 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	GCID: Professional Staff Training, Workshops and Conferences	Human Resource Management: Professional Development
Replacement Policy	<p>DCIS requires staff participation in professional development beyond that of a typical district-run school. Required attendance at professional development trainings will include training before and after the academic calendar (including the summer as specified each year), as well as dedicated professional development days when school is cancelled for students, but maintained for staff (for example, the 1st Friday of every month).</p> <p>The school principal will identify shared professional development events based on the framework stated above. Additionally, all teachers at DCIS will be evaluated annually by the school principal or her designee. As part of the evaluation process, all teachers will work collaboratively with their evaluator to develop a personalized professional development plan. The professional development opportunities subsequently identified for teachers will be driven from their PD plan.</p> <p>Professional development will be tied directly to the identified learning needs of the students, and will incorporate support for teachers to develop expertise with embedding international studies into instruction as it is set by the ISSN network. The school calendar for teachers will be set in the spring of the preceding academic year and will highlight the additional professional development days to include ongoing training and learning from these other schools. These days will be required participation for classroom teachers and part of their base salary.</p> <p>Professional development instances provided outside of the school's published staff calendar will either be optional for teachers or teachers will be provided with extra duty pay for participating.</p>	
School Proposal	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Human Resource Management: Hiring,
Replacement Policy:	<p>DCIS will work with the district HR office to post classified positions through the district website. From this posting, DCIS will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate. All applications for certified positions that are commonly hired by the school's principal will be provided to the school principal for selection. Background checks will follow the traditional process.</p>	
School Proposal	GDI: Support Staff Probation, Tenure and Seniority	Human Resources: Hiring and Dismissal
Replacement Policy:	<p>All employees at DCIS hired directly by the school will be employed according to an annual contract. Annual contracts for the following academic year will be given to all staff who receive a rating on their end-of-year performance evaluation of "meets" or "exceeds" (or whatever the equivalent will be in any future evaluation system). The school principal also reserves the right to offer a new annual contract to a staff member before a final evaluation is completed in a situation where the staff member has communicated a need to confirm employment for the following year due to extenuating circumstances (such as another job offer or a potential move). In such situations, the school principal will base the decision on information collected throughout the current and previous academic years and whether the staff member's performance at that time warrants a rating of meets or exceeds expectations.</p>	

<p>School Proposal</p>	<p>GDQD: Dismissal of Full Time Classified Employees and Licensed Service Providers / GDQD-R: Procedures for Dismissal of Full-Time Classified Employees</p>	<p>Human Resources: Dismissals</p>
<p>Replacement Policy:</p>	<p>All Innovation Employees with annual contracts are subject to renewal at the completion of the contract term. There shall be no limitation on the ability of the school district / innovation school to non-renew the contract of an Innovation Employee at the end of the contractual period except for the teachers rated as meeting or exceeding expectations as identified in replacement policy for GDI.</p> <p>All Innovation Employees terminated prior to the expiration of any applicable contractual period or during the school year shall be entitled to the dismissal procedures consistent with the dismissal procedures for classified employees as specified in Section I of DPS Board Policy GDQD-R. The procedures are specified in detail below.</p> <p>I. Dismissal Procedures For Employees</p> <p>-These procedures are an effort to maintain fair and equitable treatment of classified employees. The procedures do not change the at-will employment status of classified employees.</p> <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal and will give the employee a reasonable opportunity to respond. B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.</p> <p>1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.</p> <p>2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.</p> <p>i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.</p> <p>ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.</p> <p>iii. The Human Resources administrator's review concludes the dismissal procedures for individuals employed with DPS for less than two years.</p>	

C. If the Human Resources administrator affirms the dismissal recommendation, an individual employed with DPS for two or more years may request a hearing before an impartial hearing officer. (As noted above, individuals employed with DPS for less than two years are not entitled to the hearing before an impartial hearing officer.) An individual employed with DPS for two or more years must request the hearing within ten (10) working days of the decision by the Human Resources administrator. The hearing officer will review the dismissal recommendation in order to determine if any of the ground(s) specified in the dismissal recommendation notice provided to the employee are present. This hearing officer will not be a district employee.

The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.
2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.
3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.
4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.
5. The employee may be represented by legal counsel at the hearing.
6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.
7. All hearings conducted by the hearing officer shall be confidential.
8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.
9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.
10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties

School Proposal	IC/ICA: School Year/School Calendar	Calendar & Schedule
Replacement Policy	Prior to the end of the school year, the school Principal 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 inservice 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.	
School Proposal	IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)	Educational Program
Replacement Policy	DCIS-Fairmont will use the district-adopted curriculum and associated textbooks and instructional materials; however, the school will engage in a three-year review process, which may result in a locally-driven decision to implement an instructional/curricular program that is separate from the district. In the event that such a recommendation is made, DCIS will work with the CAO Department for waivers for the purchase and use of non-adopted textbooks in core subject areas.	
School Proposal	IJJ: Instructional Materials (Textbooks) Selection or Adoption	Educational Program
Replacement Policy	DCIS-Fairmont will use the district-adopted curriculum and associated textbooks and instructional materials; however, the school will engage in a three-year review process, which may result in a locally-driven decision to implement an instructional/curricular program that is separate from the district. In the event that such a recommendation is made, DCIS will work with the CAO Department waivers for the purchase and use of non-adopted textbooks in core subject areas. For non-core and for ancillary support materials, the DCIS-Fairmont principal will be able to acquire materials independent of a district-level review and authorization process. This autonomy is primarily intended to give flexibility in order to align the school to the developmental vision set forth by the ISSN framework as it is explained in pages 23-26 of the performance school plan.	
School Proposal	IJJ-R: Instructional Materials (Textbooks) Selection or Adoption Procedures	Educational Program
Replacement Policy	Under special circumstances, textbooks may be considered for adoption outside of the established cycle. The textbook selection process is outlined below. I. Identification Phase A. Establishment of Curriculum Committees -In line with the textbook renewal calendar, DCIS will establish a local committee to examine existing textbooks and review new textbooks for possible adoption B. Identification of Textbooks for Evaluation Designated committee members will consult with district curriculum specialists, and conduct any other independent research, to determine the textbooks that will be evaluated by the school in-depth. II. Evaluation Phase A. Textbook Analysis -The curriculum committee will review and evaluate textbooks using a numerical ranking system that will include at least the following criteria:	

1. Align with District academic goals;
2. Provide assessment skills practice;
3. Address workplace competencies;
4. Include activities and resources to meet the educational goals of special needs students;
5. Reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions;
6. Make available ancillary materials to support instruction, which should include a comprehensive teacher's manual
7. Align with the vision and mission of DCIS-Fairmont

-Textbooks are then reviewed by a minimum of four DCIS teachers who submit recommendations. Recommendations are based on student and teacher reaction to using the textbook in the classroom.

B. Selections for Review

-Designated administrative staff select textbooks based on the results of the evaluation phase.

III. Review Phase

The review phase allows for additional input from DCIS parents and the community

A. Parent Advisory Committee Review

-The principal of each school will select at least four parents who serve as reviewers. The Parents will review recommended textbooks and the related evaluative materials compiled in the Evaluation Phase.

-If any parent raises an objection regarding the adoption of a textbook, they must complete a standard form. The principal or his/her designee is required to respond by letter to the parent and to address their specific concerns. Schools may consider having a textbook reevaluated on the basis of expressed concerns by parents.

D. Preparation of Textbook Evaluation Matrix and Documentation

-Sample textbooks, parent, and community review forms are shared with district staff. This form and all other supporting documentation, including numerical rankings, are compiled and forwarded to the Departments of Elementary and Secondary Education for waivers at least 4 months prior to purchase.

-Designated administrative staff will review proposals, identify any educational gaps, and work with the school to address the gaps.

IV. Purchase of Textbooks

-Once approved, DCIS may adopt textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;

-Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff

V. Purchase and Use of Supplemental Instructional Materials and Textbooks in Non-core Subject Areas.

-Supplemental instructional materials and non-adopted textbooks for subject areas not defined as "core" may be purchased subject to the approval of the principal.

School Proposal	Grievance (Article 7): Establish Dispute Resolution Procedures	Human Resource Management: Dispute Resolution
Replacement Policy	<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. <ol style="list-style-type: none"> a. This level is quite informal and verbal <p>If the matter is not resolved...</p> <ol style="list-style-type: none"> 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. c. This level should not exceed one week. 	

	<p>If the matter is not resolved...</p> <ol style="list-style-type: none"> 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 e. This level should not exceed one school week following the next scheduled meeting. <p>If the matter is not resolved...</p> <ol style="list-style-type: none"> 4. The teacher will be advised of his/her rights to pursue the matter with external authorities if they so wish. <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.</p>	
School Proposal	Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	<ul style="list-style-type: none"> • Calendar & Schedule
Replacement Policy	<p>The school will create and publish an annual calendar that shall be used for defining the contract year for teachers. Appendix L of the performance school plan specifies the current guidelines for teacher time for the school which will be updated annually by the school principal in consultation with the SAC.</p>	
School Proposal	Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource Management: Leadership Structure
Replacement Policy	<p>School will replace School Leadership Team with School Accountability Committee. The Personnel Committee will be retained according to the following policy:</p> <p>Personnel Committee</p> <ul style="list-style-type: none"> -Within the first 100 days of the opening of the school to students, DCIS shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building. -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. 	

	<p>-The District will establish and provide resources for training and effective functioning of the Personnel Committee.</p> <p>-The decision or results of the Personnel Committee shall not be grievable.</p> <p>-In reducing a member of the staff, the Personnel Committee shall use criteria that is approved by the district HR office.</p> <p>-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> <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>Complaints Against Teachers: When a person makes a written or verbal complaint against a teacher, the principal or designee shall promptly notify the teacher of the complaint, the identity of the complainant (to the extent allowable with other state or federal laws), and the teacher shall be given the opportunity to respond. The principal or designee shall investigate the complaint and attempt to resolve the complaint informally if appropriate.</p> <p>-If appropriate, the principal or designee shall arrange a meeting with the complainant, the teacher and the principal or designee in an attempt to resolve the situation.</p> <p>-If any record of the complaint, or its formal or informal resolution, is placed in the teacher's files, the teacher shall have the right to file a written response within twenty (20) school days.</p> <p>Administrative Leave: If a principal decides to place a teacher on administrative leave for the purpose of further investigation, the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible. The principal shall also contact Human Resources at this time.</p> <p>-The meeting shall take place at the end of the school day or whenever it is appropriate.</p> <p>- The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt and be given a copy of it for informational reference.</p> <p>-At the teacher's request a meeting will be held within three (3) school days. The purpose of the meeting is to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting.</p> <p>-The investigation will be completed as expeditiously as possible. If an investigation must extend beyond seven (7) calendar days, or if the administrative leave must be extended, the teacher and the Association will be notified by phone calls from the Department of Human Resources or designee the reasons for the extension and the expected date of completion of the investigation and/or leave.</p> <p>- During the investigation, the teacher placed on administrative leave will continue to receive full pay. All rules for active employees will continue to apply.</p> <p>- Following the completion of the investigation, the principal or designee shall meet with the teacher to share the results of the investigation and to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. The principal or designee shall determine appropriate resolution of the matter.</p> <p>- Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation. Administrative leave is not a punitive action and there will be no record of the leave in a teacher's personnel file.</p> <p>Corrective Action: Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	

	<p>- If a principal or designee determines it may be necessary to take a corrective action, the principal shall inform the teacher of his/her intent to consider potential corrective action measures and allow the teacher the opportunity to have either another teacher or representation from the Association present at this meeting.</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>
<p>Replacement Policy</p>	<p>Hiring/Retention Staffing for the new school’s first year will happen in two stages. First, early in the spring semester prior to the opening of the school in 2013 current faculty members of Fairmont will have the opportunity to apply for positions in the Performance School to open in August of that year. Second, the remaining positions will be filled during February and March of 2014. In order for the school to start and build towards its specific intended character and mission for its students on a firm basis it will be essential that DCIS at Fairmont not have any direct placements (refer to Appendix D where this waiver request is made). All new teachers to the school must be qualified by the criteria in the posting, and, perhaps more importantly, must be motivated by the vision and mission of the school. See Appendix G for a sample teacher’s job description and the criteria that a fully qualified candidate should meet. With the ability to hire from within or outside the school district DCIS at Fairmont will attract excellent matches both locally from DCIS’s reputation, through other local and regional internationally related educational institutions, and from throughout the country through DCIS’s own network as well as the ISSN network. The success of the current DCIS is due largely to its initial hiring; an outstanding core of excellent, highly motivated teachers who were passionate about the DCIS mission and had all been touched by profound international experiences laid the groundwork for the school culture and the enthusiasm for the school’s purposes for its students.</p> <p>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 the networks described above 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:</p> <ul style="list-style-type: none"> -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 all existing faculty. In the case of DCIS at Fairmont for its first year these materials will be distributed to the design team. 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. 	

	<p>Interviews of the finalists are scheduled. Candidates are instructed to bring a key instructional sample to discuss in the interview.</p> <ul style="list-style-type: none"> -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. -Candidates will arrive thirty minutes early for their interviews. When they arrive they will be given a packet that includes the DCIS at Fairmont mission statement, a list of pre-interview questions to answer in writing, and a list of the questions that will be discussed in the interview. -The interview for the committee will include all interactions with the candidates from the moment they are greeted by the secretaries in the main office to the time the candidates leave the building and interact with students on the way out. Sometimes the interactions outside the formal conversations of the interview are the most important in selecting candidates. -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. 	
<p>School Proposal</p>	<p>Reduction in Force (RIF) (Article 20): Procedures for Conducting Reduction in Force</p>	<p>Human Resource Management: Staffing</p>
<p>Replacement Policy</p>	<p>Should the district require a reduction in force process, it shall be done in compliance with federal and state statutes, any existing court orders upon the District, and in a manner that will maintain the DCIS educational program. 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>	
<p>School Proposal</p>	<p>Job Sharing and Half-Time (Article 25): Procedures for Arranging Job-Sharing Assignments and Half Time</p>	<p>Human Resource Management: Staff Assignments</p>
<p>Replacement Policy</p>	<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	Section 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel	Human Resource Management: Teacher Evaluations
Replacement Policy	<p>Individual employee goals will first be established through district structures. Data from the previous years' CSAP/TCAP results that pertain to teacher's individual students will be the starting point. Student Growth Objectives will channel teachers' goal setting from this data to specific measures that will be dedicated to student achievement improvement. 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, however, will 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. The evaluation of teacher pedagogy related to the international studies frameworks will be imbedded in this process, and will be supported by the transparency of student demonstrations of learning. Every professional development session will include celebrations of teacher successes. Teachers will make mini-presentations of their successes in specific relation to their personal goals at these sessions on a rotating basis, supported by specific artifacts and/or other data. These celebrations will promote teacher sharing and collaboration in instructional improvement, especially in the context of students' learning as it relates to their developing proficiencies in global competency.</p> <p>DPS procedures for evaluating non-teaching staff will be followed.</p> <p>The principal and Peer Observers will be involved in the formal evaluation process, and each related observation will be accompanied by feedback to the teacher being evaluated. The process will be ongoing throughout each school year so that the teacher has a bearing on her/his progress related to the professional and student achievement goals established at the beginning of the year.</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> <p>The district performance management system will provide achievement data that across the board and on a continuous basis will be used to evaluate progress of the school and of individual teachers. A data team consisting of representatives from administration, faculty, and support staff will look at school data that includes TCAP scores, CELA scores, Interim scores, DRA/EDL scores, STAR reading data, and other available assessments to support improvement of school strategies for student achievement. These strategies will inform continued targets in professional development as well as coaching. Teachers will also be responsible for tracking individual student progress through Infinite Campus and Teacher Portal, continually identifying and monitoring students of concern. . Teacher-collected data will include formal/informal observation, curriculum assessments, conversation, class participation and any other method of data collection used regularly in their class.</p>	

	<p>Teacher teams will have regular meetings to discuss student achievement, share interventions and teaching methods, and develop strategies to improve achievement as a whole grade and with students not making adequate academic progress. Teams will report out to the data team who will be responsible for collating data for grade levels/content areas in a usable format. Teams decide if and when students need to be presented to the School Intervention Team (SIT) for further analysis and intervention plan.</p> <p>The SIT consists of teacher representatives and support staff and will meet weekly. During these meetings the SIT recommends whether a student needs a more intense intervention than the current strategy used. Evaluation for more intense interventions is based on data supplied from the teacher team. Support staff and intervention teachers are charged with monitoring how well a student is progressing with the new intervention, and they present follow-up data on student progress in subsequent meetings.</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	<p>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.</p> <p>The school calendar will replace the school's need to follow the district calendar.</p>	

School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Replacement Policy	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.	
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	District will establish a supervisory role with the school's SAC. As part of this role, the district will jointly develop a professional development plan that will be followed by the school principal. This relationship, through the waiver, will be such that it will provide for a customization of the PD plan that aligns to the distinct characteristics of the school.	
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	(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	
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 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision	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 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	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.	
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. In such situations where transfers occur, the school principal has the authority to determine the appropriate years experience on the salary schedule.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 301: Grounds for Dismissal	Human Resource Management: Dismissals
Replacement Policy	School will administer dismissal policies as identified in the replacement policies for GDQD and 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	School will administer dismissal policies as identified in the replacement policies for GDQD and 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.	

Part III: Statements of Support

December 10, 2012

To Whom It May Concern:

We are pleased to write a letter of support for the Denver Center for International Studies (DCIS) at Fairmont application for innovation status. Over the course of the last 8 months, many community members have learned about the plans for a unique international studies elementary option at Fairmont. We have supported the process of affirming this new school at Fairmont. We now support innovation status for DCIS at Fairmont. Innovation status will allow DCIS at Fairmont the flexibilities needed around time, instructional staff, and professional development necessary for the school to achieve its mission: *through exemplary teaching, focused on multilingual and intercultural exploration, DCIS at Fairmont helps students grow as independent thinkers who are eager to lead their world and their community.*

First, DCIS at Fairmont must have the flexibility to hire the best teachers for the unique and challenging work called for in the school proposal. An open timeline for hiring teachers allows the school to take advantage of offering positions to outstanding candidates, before they are recruited or hired into positions elsewhere. As important, is the opportunity to ensure early identification of the following year's faculty to allow time for teachers to make arrangements for modified professional development schedules and a potentially modified school year calendar.

In addition to flexibilities with hiring, it will be important for Fairmont to have as much flexibility as possible with time and scheduling. This flexibility will allow the school to creatively schedule such that students will have access to all the unique opportunities outlined in the school proposal, including access to second language learning opportunities. It will also allow for the staff to regularly collaborate, in order to analyze student data/work, reflect on student progress toward standards, and plan for meaningful next steps with instruction. Innovation status will allow DCIS at Fairmont the opportunity to structure time, both the school day and the school year, to meet the professional needs of teachers and instructional needs of students.

We strongly support the DCIS at Fairmont leadership team and the innovation plan they have created. We are confident that the innovation requests will provide great opportunity for the DCIS at Fairmont community to create a positive learning environment with high expectations for students and staff.

Sincerely,
DCIS at Fairmont Community Members



Benjamin R. Dorland



Daniel Lutz, Ph.D.
The Schools of
Denver Center for International Studies
DCIS School Development

c/o DCIS, 574 W. Sixth Avenue
Denver, Colorado 80204
Phone: 720-423-9079
Email: dan_lutz@dpsk12.org

December 17, 2012

To Whom It May Concern:

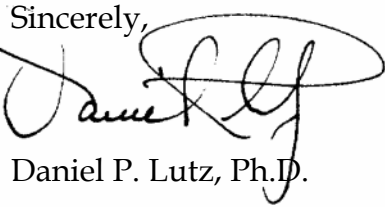
I am pleased to recommend the application for Innovation Status from Denver Center for International Studies (DCIS) at Fairmont for approval. Last June the proposal to establish DCIS at Fairmont was approved by the Denver Public Schools (DPS) Board of Education as a means of improving the educational option for elementary students in the Fairmont community and beyond. It was also approved to better prepare them for admission to central DCIS secondary school three blocks to the north when Fairmont students matriculate to sixth grade. This context for academic transformation of the former Fairmont Elementary School demands a rapid and radical improvement of student achievement from the low performance the school has historically demonstrated. In order to achieve this positive change in the school DCIS at Fairmont faculty and staff will need to have increased flexibility in its applications of time, budget, and personnel. Very targeted innovation requests in these three areas have been specified in the school's application as necessary and essential to accomplish the school's mission and goals for dramatically improving student achievement, innovations that currently reside outside of traditional practice and policy. These include hiring and employment practices that will support more intensive instruction, budget applications that create more efficiency with available funds that again better support student learning, and flexibility with the school year calendar and daily schedules to accelerate learning and move students into effective learning groups requiring ongoing time management.

What is unique about this request is that the design of accelerated instruction at DCIS at Fairmont relies on a deep set of frameworks for leading students to global competency at the elementary level. This means that international studies cannot be inserted as an add-on to the traditional classroom model; international studies are the driver for student achievement at the school. For this to manifest through powerful instructional practices, DCIS at Fairmont will require very consistent, focused and strategic professional development with benchmarks for faculty members' learning and application. Flexibility to manage professional development and accountability around the school's design is paramount, while embracing the desire to exceed the district's high expectations for student achievement and growth.

With the power of strategic implementation of its Innovation Status DCIS at Fairmont expects over time to push the achievement levels of the DCIS secondary school as it receives students from the elementary school who have gone through the program there. Ultimately we expect a stellar continuum for students in our central DCIS

campuses from ECE through twelfth grade where students graduate with the highest credentials for their post-secondary options. The focused requests for Innovation Status at DCIS at Fairmont will provide immense support for this vision. I ask that you give the Innovation application for DCIS at Fairmont every consideration and that you approve the outlined requests.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel P. Lutz". The signature is fluid and cursive, with a large loop at the end of the last name.

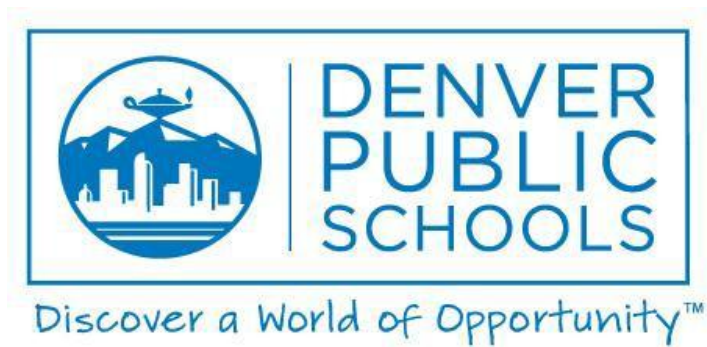
Daniel P. Lutz, Ph.D.

Statement Regarding Other Evidence of Support

The proposed innovation school is a new school, and thus, currently employs no teachers or other staff members. All employees will have access to the innovation school's plan prior to being hired. Prior to being hired and upon acceptance of employment at the school, each employee shall make a commitment that s/he supports and consents to the designation as an innovation school.

Similarly, as a new school, the school has no school accountability committee ("SAC"). Included in this plan, is a letter from the current administrators at the school, which outlines administrative support and consent to the designation as an innovation school.

Part IV: School Design from Performance School Application



Denver Center for International Studies at Fairmont



Performance School Application

Submitted to
The Office of School Reform and Innovation
April 9, 2012

900 Grant Street, 4th Floor
Denver, CO 80203

TABLE OF CONTENTS

EXECUTIVE SUMMARY..... 33

Section I. CULTURE 37

Section II. LEADERSHIP47

Section III: EDUCATION PROGRAM55

Section IV: TEACHING74

Section V: FINANCE84

APPENDICES87

EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this application.

Essential Information Form

Name of Proposed School	Denver Center for International Studies at Fairmont
School Type (Select One)	<input type="checkbox"/> Charter School <input checked="" type="checkbox"/> Performance School
Grade Configuration	ECE through Grade 5
Model or Focus (e.g., Arts, College Prep, etc)	DCIS Model
Proposed Region for School	Northwest
Primary Contact Person	Dr. Irene Jordan

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE	50	60	60	60	60
K	50	60	60	60	60
1	50	75	75	75	75
2	50	75	75	75	75
3	50	60	60	60	60
4	50	60	60	60	60
5	50	60	60	60	60
Total # students	360	465	465	465	465

	FRL %	SPED %	ELL %
Proposed Demographics	80%	15%	50%

Executive Summary Narrative

I. Culture

This proposal outlines a Performance model for Fairmont Elementary School in the Northwest Region that would shape it as an elementary campus for Denver Center for International Studies (DCIS) on 6th Avenue in central Denver. This current DCIS serves grades 6-12 and focuses on instruction and student applications of learning and service in international and intercultural affairs and world languages. Especially because of the proximity of DCIS at Fairmont and DCIS 6-12, a strong academic alliance could be developed as a single school with two campuses.

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. It is important to DCIS at Fairmont that the mission is not stated in the limits of ECE through fifth grade. The clear understanding in the framework of this statement is that DCIS at Fairmont will plan backwards from the global competence and post-secondary readiness our students are required have by their graduation from high school – all the way back to ECE. Then from ECE forward DCIS at Fairmont and DCIS 6-12 will create, maintain, and continually improve the forward planning and implementation of the continuum to meet those requirements. The direct implications involve strong collaboration between the principals of DCIS at Fairmont and DCIS 6-12; ongoing articulation between the faculties of both schools, and connections among students from both schools in learning activities and mentor-mentee relationships.

The process of assessing interest as well as input for a DCIS at Fairmont from its community, including from the school itself, has been ongoing since 2008. At that time the principal of Fairmont responded to the idea with enthusiasm as a way to dramatically improve student achievement and to pave a strong transition for the school's students into later grades. This year Irene Jordan, the school's current principal, has had ongoing conversations with teachers and parents about the idea. After the decision was made to create this proposal a series of community meetings were held that included parents, community business people, and neighbors. Great questions were asked about what the change would look like and how it would serve the students, and through this process the meetings produced consistently favorable support. A survey was taken at one of the meetings that documented this support enthusiastically. The Baker Neighborhood Association held a meeting for its members and voted unanimously to support this proposal. While Intent to Enroll Forms were not used to document this support, letters of endorsement from the community were acquired, and they appear in Appendix F.

II. Leadership

The school principal for DCIS at Fairmont will require not only excellent leadership skills appropriate for an elementary school and the general attributes DPS requires for outstanding school leadership, but must have these additional qualifications this unique position requires:

- Understanding of the entire DCIS spectrum of ECE-12 context to work collaboratively and effectively with the principal of DCIS. This firm foundation is critical for the Fairmont school leader to keep the development of the school in line with the DCIS school mission that addresses graduation in the twelfth grade in the context of the groundwork required at the elementary level.
 - ♦ Firm knowledge of the tools provided by the International Studies Schools Network (ISSN), and the ability to align these tools with the specific personality and realities of a specific school (Fairmont in this case). These tools include:
 - ♦ The six arenas and thirty-nine criteria in the ISSN school design framework;
 - ♦ The four domains of global competency;
 - ♦ The Graduation Performance System and its concomitant tools that include the performance task design, rubric templates for each of the disciplines, portfolio development from task assessments, and ShowEvidence;
 - ♦ The ISSN Graduate Profile;
- Knowledge and skills required for new school development that go substantially beyond those required of assuming a leadership position in an established school;
- Leadership skills in partnership development and the ability to develop and coach leadership skills in personnel assigned to community relations.

Candidates for the school principal have been identified and the intention is to complete that selection at the time this proposal is being submitted.

III. Education Plan

DCIS at Fairmont will use the DPS curriculum and infuse it with the global leadership focus provided by the framework of the International Studies School Network (ISSN). ISSN defines global competence—an increasingly important aspect of 21st century learning—through four domains: Investigate the World, Recognize and Weigh Perspectives, Communicate Ideas, and Take Action. Teachers will use the lens of global competence to view the different content areas and follow pedagogical attributes identified by ISSN to address our interdependent world. Applying the global competence definition and associated tools and rubrics to each subject area gives these separate fields a common thread, creating a context for interdisciplinary work. Performance outcomes and rubric-based performance task assessments are a key part of the framework, and a system of norming scoring among faculty members provides a powerful foundation for professional development

Research and tracking have been conducted on the power of both ISSN schools collectively as well as through a system of school evaluation for each individual school. The Consortium for Policy Research in Education and Hypothesi, LLC, for example, have analyzed

data on ISSN schools which show that the ISSN serves students who are 80% minority and 63% low income. In comparisons of ISSN schools to demographically similar schools in the same school districts ISSN schools outperformed most comparison schools. The Network support is key in supporting the success of its schools.

IV. Teaching

The district’s Leading Effective Academic Practice (LEAP) procedures will be followed for supporting effective teaching and evaluating teachers. Goals will be established from CSAP/TCAP results and other available data. Selection of LEAP goals will be done collaboratively with the principal in terms of both individual growth and how that growth will support the school at large. These goals will 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.

Professional development will be tied directly to the identified learning needs of the students, and will incorporate support for teachers to develop expertise with the specific tools for embedding international studies into instruction from the association with other DCIS schools and the ISSN network. The school calendar for teachers will add additional professional development days to include ongoing training and learning from these other schools.

V. Finance

Complete the following table with numbers from the budget supplied in this application.

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students	350	465	465	465	465
Per Pupil Revenue	\$ 1,983,796	\$ 2,478,982	\$ 2,466,201	\$ 2,464,499	\$ 2,457,402
Grant Funds	\$ 26,496	\$ 26,496	\$ 26,496	\$ 26,496	\$ 26,496
Private Funds					
Other Sources					
Total Revenue					
Employee Salaries (including benefits)	\$ 2,264,239	\$ 2,512,365	\$ 2,710,529	\$ 2,845,273	\$ 2,912,571
Building Expenses	*	*	*	*	*
Services/Supplies	\$ 199,700	\$ 199,400	\$226,950	\$ 195,450	\$ 195,450
Other Expenditures					
Total Expenses	\$ 2,463,939	\$ 2,711,765	\$ 2,937,479	\$ 3,040,723	\$ 3,108,021
NET INCOME	\$ (453,647)	\$ (206,287)	\$ (444,782)	\$ (549,728)	\$ (650,619)

Grant funds listed above are secured from a Twenty-First Century Grant.

Plans to secure additional grant funding are being developed.

*No building revenue or expenses were specified in the application template.

Section I. CULTURE

A. Rationale

This proposal outlines a performance model for Fairmont Elementary School that would develop it as an elementary campus for Denver Center for International Studies on 6th Avenue. This current DCIS serves grades 6-12 and focuses on instruction and student applications of learning and service in international and intercultural affairs and world languages. Especially because of the proximity of DCIS at Fairmont and DCIS 6-12, a strong academic alliance could be developed as a single school with two campuses. DCIS at Fairmont will prepare its students in this focus through a curriculum that is developmentally appropriate for the elementary school levels, and planned backwards from the post-secondary readiness goals of both DPS and the specific global competency goals of DCIS. Enrollment diversity goals will intentionally support international/ intercultural learning. The school development will draw on successful national models included in the International Studies Schools Network to which DCIS belongs. This school will address the DPS priority of new high-performing middle schools in the long term by supporting higher achievement in the DCIS middle grades through intense preparation in this new elementary school specifically targeted for articulation with the DCIS middle grades. There will be a collaborative leadership team between DCIS and DCIS at Fairmont; as a result of working together with DCIS the Fairmont faculty will take responsibility, accountability, and the consequences of its work in the elementary grades in preparing the students for DCIS's middle grades. The goal is to create a clear continuum of learning for DCIS students throughout their thirteen years as expressed in the mission statement above without the traumatic transitions between separate elementary, middle and high schools. Faculty and administration will be trained and supported in providing a consistent and continuous mission and scaffolding of student learning from the earliest grades towards post-secondary readiness, within the context of global leadership skills and knowledge. Strong mentor/mentee relationships between DCIS 6-12 students and students at Fairmont would be created and could be facilitated easily because of the proximity of the two schools. This continuity in DCIS will be a powerful opportunity for its students and will enable them to achieve levels of international and intercultural competence that will be truly astounding. The economic and logistic advantages of shared resources for the whole school complex, such as transportation and language teachers, are important additional factors that will support the development of DCIS at Fairmont.

The choice to develop Fairmont in the Performance School framework rather than as a charter school grows from a commitment to make a significant positive contribution to the education of students in Denver Public Schools *within* its system. Historically DCIS started out as a high school magnet program within West High School, and as such was developed in collaboration with district resources to provide a diverse population of students with a unique preparation for college that was grounded in global competencies to meet an increasing context of international and intercultural realities in our society. The first DCIS school, which opened in 2006, expanded that service to include middle school students, and continued to be committed to serving students within the DPS system.

Members of the charter community encouraged the developers of DCIS to establish it as a charter school, emphasizing the advantages of autonomy and external funding access. But DCIS founders remained intent on contributing to the district's mission, providing a challenge to its practices, and in turn through DPS resources being challenged *by* the district and its intense desire to improve. DCIS has continued that commitment through the addition of two more schools that have been designed to participate in the turnaround efforts in the far northeast region of DPS. There again DCIS chose not to establish the schools as charter schools; rather the intent was to continue to contribute within the district and its resources to DPS's continued focus on improvement. The district's invitation to these schools to seek Innovation Status was seen as a return commitment from the district to collaborate with DCIS in creating more effective approaches in better serving the needs of the students in those schools.

With this proposal DCIS chooses to continue that commitment to work collaboratively within DPS assets, resources, and goals in serving Fairmont elementary school students and its community as a Performance School. By establishing Fairmont as a partner with DCIS 6-12 in a clearly defined learning continuum from ECE through twelfth grade, Fairmont can begin the exciting prospect of preparing students from the youngest ages for an internally consistent path in acquiring global competencies and post-secondary readiness. The Performance School approach allows for the strong realignment of a school that in recent years has shown positive student growth but still has significant achievement gaps. Through implementation of this proposal Fairmont will seize the opportunity to move from a yellow school in its School Performance Framework to a green school, with firm designs on becoming a blue school. It will draw on the successes of DCIS 6-12 as it becomes established, but will have the role of pushing the performance of DCIS 6-12 as Fairmont's students advance from fifth grade to sixth grade.

B. Mission Statement

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 the same for 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.

It is important to DCIS at Fairmont that the mission is not stated in the limits of ECE through fifth grade. The clear understanding in the framework of this statement is that our schools must plan backwards from the global competence and post-secondary readiness our students are required have by their graduation from high school – all the way back to ECE. Then from ECE forward our schools are required to create, maintain, and continually improve the forward planning and implementation of the continuum to meet those requirements. The direct implications involve strong collaboration between the principals

of DCIS at Fairmont and DCIS 6-12; ongoing articulation between the faculties of both schools, and connections among students from both schools in learning activities and mentor-mentee relationships.

The mission for DCIS at Fairmont will be fulfilled through a deep design framework that lays out adherence to an alignment of the Common Core State Standards and four domains of global competence. The four domains, further explained below in Section III, include

- Investigating the world
- Weighing perspectives
- Communicating with the world
- Taking action

C. Targeted Student Population

The enrollment strategy for DCIS at Fairmont is a hybrid model which maintains Fairmont’s current concept of “magnet,” or choice-in, but with a definite neighborhood area for which its students would have priority. This strategy combines the emphasis on Fairmont as a neighborhood school with the potential to maintain diversity that is critical for the international studies school design. In service to the district Fairmont at DCSI will give both neighborhood students and students from beyond Fairmont boundaries the raised bar for an incredibly strong foundation that will in turn raise the expectations and performance level of DCIS 6-12 as students matriculate into that secondary campus. The goal of the renewed emphasis on serving neighborhood students is not only to support currently enrolled students living in the neighborhood, but also to attract those students currently choosing out back to the school. Currently a magnet school without neighborhood boundaries, Fairmont would reestablish boundaries in the desire to serve the neighborhood and will work with DPS Planning Office to figure out the appropriate boundaries.

The grade levels at Fairmont would be reduced from E-8 to E-5, but expand its overall enrollment numbers. The reduced number of grades in this approach would result in more students in each of the E-5 levels, which in turn would strengthen opportunities for collaborative initiatives among teachers at each grade level, and could better support differentiation and interventions for improving student achievement. Currently there are 384 students enrolled in Fairmont in grades E-8. If current enrollment in ECE and kindergarten were maintained and 75 students were enrolled in each of the newly-configured grades 1-5, the enrollment at Fairmont would increase to approximately 475, a viable number according to the DPS Strategy Office. Beginning with the 2013-2014 school year when Fairmont would open as DCIS at Fairmont, the students from the preceding year in grades 6-7 could seek enrollment at DCIS 6-12 or at the new schools at West High, or would otherwise disperse to other area middle schools. The increased enrollment in fewer grades would allow for both the neighborhood students and magnet students. From current enrollment figures, if the school were to attract additional neighborhood students than it currently does it could still have space for approximately one-third of its proposed hybrid enrollment for choice-in students. It should be noted that at the schools inception in

2012-2013 current choice students not living in the newly-defined boundaries will be allowed to retain their enrollment.

The implementation process of this Performance School renewal plan would serve all of the students in the school from the beginning; there would be no phase-in/phase-out process, avoiding a split in faculty and students from the beginning. Some strategic incremental development programmatically would be required across the grades as the school absorbs the international frameworks of the design.

The expectation of the school's ethnic/racial demographics under this plan is that over time the diversity will increase. Diversity of enrollment is an asset in the culture of an international studies school whenever it can be generated; however, the dedication to the neighborhood and the success in attracting choice-out students in the neighborhood back to the school will lead any evolution of changes in ethnic/racial proportions. Currently 89% of the school enrollment is Latino. Given the number of students that currently choice out of the neighborhood which the school wants to decrease, the change in residential demographics, the enrollment growth goal of the school, and the American Indian design element in this proposal, ethnic/racial proportions could move towards the following:

- Latino: 77%
- White: 13%
- African American: 5%
- Asian: 3%
- American Indian: 2%

Additional demographic estimates are as follows:

- Free/reduced lunch: 80%
- Special education: 15%
- English language learners: 50%

Several factors have come together in the decision to submit this proposal for the Fairmont school community that directly address the district and community needs as described in the Call for New Quality Schools regional needs' analysis . In 2008 when the community around DCIS was presented with the concept of creating an elementary campus for that school, the principal of Fairmont at that time proposed that her school could benefit greatly if it were to be that campus. Historically the school was an underperforming school, and the discussion initially centered on using a DCIS feeder design as a turnaround model. Success of a dual language program that the school initiated was limited, and the ELL achievement has struggled. Since that time the school has shown growth in student achievement to the point that the school has been elevated to yellow status on the School Performance Framework, but it is still underachieving in its status scores. The school has lost enrollment as parents have either choiced their children out of the neighborhood or they are enrolling their children in parochial or private schools. This year the school has lost 8% of its enrollment from last year. While the Call for Proposals states that there is not a need for new seats in the Northwest Area, the drop in enrollment and continued available space in the school continues to reflect on its need to improve its student achievement. DPS "recognizes the need to improve existing schools and welcomes new partnership proposals and/or new school models that could dramatically increase student

performance... 40% of elementary, 47% of middle, and 74% of high school students are enrolled in schools *in the Northwest Area+ that do not meet expectations on the SPF.” This proposal for Fairmont specifically addresses this need through strategies of the international design supported by DCIS and the national international studies schools network to which DCIS at Fairmont will belong.

D. School Culture

The design for intentional school culture for DCIS at Fairmont has a number of facets that contribute to promoting a positive academic environment, reinforce student intellectual and social development, and align to the goals of the Denver Plan. It must be emphasized that while school culture is enhanced by visible representations of what the school purports to be, the culture at DCIS at Fairmont will emanate from the substance of the curriculum, student learning, and student behavior that evolves from their experience. Thus, DCIS at Fairmont is not first about children dressing up in international costumes and outfits, for example. The school culture of DCIS at Fairmont will be that internationally-related atmosphere and character of the school that emerges through the learning experiences, behaviors, priorities, and focuses of interactions among the students, teachers, and students’ parents.

With this in mind, students’ learning experiences will be focused on investigating the world, weighing perspectives, learning excellent communication skills in many modes among each other and others outside of the school, and taking responsible action that becomes evidence of the learning they are acquiring. Their references will always be back and forth between themselves and the world they are investigating, as the faculty, administration, and community partners model these processes. They will be couching their voice and their actions within the DCIS core values of integrity, diversity, collaborative culture, high expectations, and reflection. The Fairmont faculty has also already been utilizing the principles and practice of Positive Behavior Intervention Support (PBIS) with matrices built out for what PBIS looks like in each context (classroom, hallway, cafeteria, auditorium, playground, and bathroom). Every PBIS document in Spanish as well. PBIS will continue to play an essential role in school culture development. The integrating the four domains, core values, and PBIS principles will be conducted on a variety of levels, from individual and one-on-one interactions through advisory groups and classrooms to whole school meetings and events, from club formation and leadership to the DCIS at Fairmont Student Senate. Special attention to linguistic and cultural bridges will be given to all interactions.

Some of these interactions will be structured as regular aspects of the school program. These include regularly scheduled advisory group meetings and all-school meetings. Larger events that become school rituals will be driven by these core values and the four domains of global competency. Some of these larger events will be carried out in collaboration with DCIS and its secondary students in mentor-mentee relationships.

DCIS will also share international and interculturally related events and performances with DCIS at Fairmont so that students become accustomed to learning first-

hand about customs of people that are different from them, and they will learn to relate to others first on the basis of interest and intrigue rather than on the basis of fear or concern from what they would otherwise perceive as odd.

Visible representation of school culture is essential to remind and reinforce the substance of students' experience and teachers' facilitation of that experience. There will be regular posting of student work that captures what they are learning about their expanding world, and that posting will have a teaching and learning design that doesn't end with the posting. Visible banners that represent the core values and the four domains will be in every hallway and classroom as reminders.

One of the richest parts of an international school is the emphasis on inclusion in all parts of the school. Students will learn as a part of school culture and their contribution to it that perceived differences are not necessarily the first way to see others or themselves. As an element in the cross-cultural learning students will be involved in structured interactions with their school mates, regardless of the services, backgrounds, skill, or perceived needs they have. General education students will interact and collaborate with students receiving ELA or SPED services, and the concomitant reflections of learning will contribute to the hologram of world languages and the essential cross-cultural bridges that they will learn to build. No other age is better than the youngest ages of elementary school in achieving such global competency skills. The structural heart of this interaction will be the advisory program in which all students will participate. Advisement groupings will include facilitated participation that bring students together across special needs and services.

Parents will be expected to support this culture from their own worlds, and they will be valued because of the parts of the world they represent. In the context of international learning parents will participate both at home and in the school according to the PARENTS acronym already in use by the school for parents: **p**articipate, **a**ssist, **r**eassure, **e**ncourage, **n**ourish, **t**each, **s**upport.

Students at their young age will also see the modeling for life-long learning on the part of teachers, staff, and parents, and they will be helped to see how that learning is a part of the constant intrigue of investigating the world. Professional development of teachers in learning to implement effective teaching in the international framework will be apparent to students, and student reflections will enter into the interaction about effective teaching. A parent education support program will be expanded as well, so that parents' learning will in turn become energy in support of their children's learning.

A rubric-based framework that comes from the ISSN School Design Matrix¹ focuses on the development of positive school culture. As such it is one of the elements of the ISSN school site review that occurs as a school develops in its first and third year, and every other

¹ The International Studies Schools Network Design Matrix is shared by all DCIS schools as well as thirty-one other schools in this national network of model international studies schools. There are thirty-nine elements in this matrix that guide international studies schools' design.

year thereafter as the school chooses to fund the continued review process. The framework is accompanied by the four domains of international competence in ISSN schools listed above. Each of those areas relates to student and staff interactions around student learning and assessment that contribute to specific positive academic performance. One of the key factors in these is student voice, which is reflected in both the academic performance tasks and assessments the students complete, as well as in the many avenues cultivated for student leadership and investment in the way the school is governed. The latter is embedded in student government, student leadership in clubs, and students' investment in the creation of school rituals and major events. Thus this school culture as an international studies elementary school will become an accountable aspect of the school development that will play into regular reflection and improvement through the collaboration of all school constituencies.

E. Parent and Community Involvement

Parent and community engagement and support will be essential in the life, health, and growth of DCIS at Fairmont. For an effective launch of the school this element has already been initiated. Community meetings were first initiated in 2008 to introduce the concept of an elementary campus for DCIS. Parents and other neighbors attended these meetings, and great interest was expressed along with questions about where the school would be located and if it would compete with any existing elementary school. As a result of one of those meetings the idea of developing Fairmont as the DCIS elementary campus emerged. In the next three years various parents of Fairmont students and DCIS students initiated informal conversations with the administration of both schools to ask about progress on the concept. During the 2011-2012 school year the idea was discussed at parent meetings. In recent months meetings for parents and community members have been held to inform them that a proposal was being developed, discuss the concept, and to invite input. Overwhelming support has been expressed at all of these meetings, both verbally and through a survey that was conducted by the principal. Insightful questions and suggestions have been gathered from participants which are included in this proposal. In addition, the Baker Neighborhood Association held a meeting in March at which it voted unanimously to endorse the submission of this proposal for the creation of DCIS at Fairmont.

The teachers of both schools have discussed the concept of Fairmont's conversion over the last several years, both within their own schools and jointly. Two years ago the School Leadership Teams from both schools met to discuss what the conversion would mean in detail, from curriculum articulation and cross-faculty communication, to logistics of enrollment and matriculation from Fairmont to DCIS. The time since that meeting has allowed the two faculties to consider very thoughtfully what the implications would be for the conversion, and how the conversion would help both schools reach a variety of goals. During this school year the Fairmont principal has had discussions with the faculty and the idea has been met with enthusiasm. The teachers accept the urgency for improving the school, and while they have met the challenge for stimulating growth in student achievement, they want a next step to move student achievement to a higher level. What is

truly remarkable is that the teachers accept the fact that they will be required to apply for teaching positions in the newly reconfigured school in the coming year if the proposal is approved. This is strong testament to the current teachers' dedication to their students and their desire to create the most powerful school possible for them. They see that the conversion to the DCIS model will be the instrument for that next step.

The power of the parent-school partnership for supporting student achievement in DCIS at Fairmont will be harnessed in many ways, including the following:

- A strong parent association that will hold regular bilingual meetings that will inform parents of school development, events, needs, and opportunities for both parents and their students; that will provide a forum for parents to ask questions of administration and teachers about the school and to offer input.
- A parent education program that will offer classes to parents in ways to support the students for greater achievement, in technology support, and in looking ahead to the DCIS secondary school and preparing for it; classes for GED preparation, articulation with community college opportunities, and access to the CSU Global program for a college degree, paralleling the program for parents at DCIS at Ford. Support for parents who would like to continue their education will in turn intensify their investment in their children's educational success.
- Parent committees to support events and school development that contribute to the international culture and learning in the school
- Parent involvement with the DCIS Foundation either as committee members or as board members.
- Parent support for networking with the community in establishing partnerships with the school that support both the general education of the students and specifically that will support the students' international learning.

School governance will require parent and community membership to formalize investment in the school. The School Accountability Committee will consist of the principal, three faculty representatives, three parents, and one member from the business community. Meetings will be held once each month, but additional meetings may be required as needed. This committee will have review and input authority regarding budget; Unified School Improvement plan development, implementation, and progress; staff positions; recruitment of partnerships; and principal evaluation.

For this section refer to Appendix F: Evidence of Support.

F. Parent Satisfaction

To insure parent engagement and investment in the school, the parents will support the school in getting 100% return of the parent satisfaction surveys. To obtain parent buy-in for the surveys the parent association will discuss their goals for the school, and will monitor what they see as responsiveness from the school and progress towards those goals throughout the school year as a regular part of their association meetings. School goals for

parent satisfaction include enthusiasm for school responsiveness to parent concerns, positive school culture, support for specific student needs, and teacher-student relationships that support academic achievement.

To support the ongoing feedback from parents and to support responsiveness to parents, several modes of communication with the school will be supported and facilitated by a school-based community relations director. These modes of communication will include a special email address, phone number, and regular newsletter to parents and community members. The community relations director will be responsible for regular temperature readings on the effectiveness of the school's responsiveness to the community and parents. This director will also coordinate with the parent association in this ongoing feedback loop as well as in implementing the plan for disseminating the satisfaction surveys and collecting them when completed.

Results of the satisfaction survey will be shared with the parent association and faculty, and within one month both groups will present strategies for addressing needs indicated in the results to the administration and School Accountability Committee. Strategies vetted by these groups will then become a part of the Unified Improvement Plan for the school.

G. Student Engagement

Student engagement will be measured in a number of ways. One of the customary measures is attendance. The school's attendance rate is currently just above 92%, which shows improvement over the last five years. However, the goal of DCIS at Fairmont will be to stay consistently at 95% for all grades. The principal will monitor attendance for the school and grade levels, but teacher teams (to be discussed below) will monitor their student groups as well and will discuss remedies with the principal when attendance falls below 95%. Students will be recognized, both as individuals and for learning groups as a whole, at regular achievement ceremonies for attendance at or above **97%** for each quarter. Parents will be invited to these ceremonies, and when they can't attend they will receive a personal communication from the school to pass along the congratulations to them. The principal will inform both the School Accountability Committee and parents at parent meetings regularly about the attendance rate and invite input on strategies for improvement when the school goal is not being maintained.

An important aspect of this measure in terms of student **engagement** at DCIS at Fairmont is that it will go beyond the fact that students are simply in school. External goals such as attendance can be supported by parents, and children can comply. But embedded in the goal is the school's desire for students to want to be at school. Even that is not enough; students can be engaged but may not be learning anything that they claim. It is essential that they are there for the learning purposes of the school, and students whose attendance is celebrated for achieving the goal of 97% during a quarter will be recognized for something specific that they achieved during that time, and something that reflects their initiation of learning framed in the context of at least one of the four global competency

domains. When this essential connection between attendance and learning/achievement is made, this measure will be particularly valid.

As with parents, students will complete an annual satisfaction survey. The most important goal for results of this survey is that students can reflect on their learning, achievement, and growth as articulated in the survey instrument, and that they feel connected to the school through their learning experience and relationships with their teachers, and that they can begin to frame their learning in appropriate developmental terms in the context of global competency. Response to the survey will follow the same process as that for the parent satisfaction survey above. The effectiveness of the principal's collaborative leadership in targeting professional development to address weaknesses revealed in the survey will constitute part of the principal's evaluation.

Section II. LEADERSHIP

A. Leadership Team Personnel

The most critical element in starting a school and establishing it for a sustainable future is the choice of the school leaders. No matter how excellent the design a new school might be, it is only as good as the ability of the chosen school leaders to implement that design collaboratively with its constituencies. In the case of DCIS at Fairmont, the school leader will require not only excellent leadership skills appropriate for an elementary school, but must have these additional broad qualifications this unique position requires:

- Understanding of the entire spectrum of ECE-12 context to work collaboratively and effectively with the principal of DCIS. This firm foundation is critical for the Fairmont school leader to keep the development of the school in line with the DCIS school mission that addresses graduation in the twelfth grade in the context of the groundwork required at the elementary level.
 - ♦ Firm knowledge of the tools provided by the International Studies Schools Network (ISSN), and the ability to align these tools with the specific personality and realities of a specific school (Fairmont in this case). These tools include:
 - ♦ The six arenas and thirty-nine criteria in the ISSN school design framework;
 - ♦ The four domains of global competency;
 - ♦ The Graduation Performance System and its concomitant tools that include the performance task design, rubric templates for each of the disciplines, portfolio development from task assessments, and ShowEvidence;
 - ♦ The ISSN Graduate Profile;
- Knowledge and skills required for new school development that go substantially beyond those required of assuming a leadership position in an established school;
- Leadership skills in partnership development and the ability to develop and coach leadership skills in personnel assigned to community relations.

The following profile² is based on what is required of all school leaders ISSN, and follows the elements of the graduate profile for students graduating from ISSN schools. This profile specifies the essential leadership qualities of the DCIS at Fairmont principal:

The goal of DCIS at Fairmont is to provide a superior foundation in the academic and leadership skills and knowledge at the elementary level for students in the DCIS ECE-12 continuum, a foundation that will propel them towards graduation with the highest achievement, and prepared as college-ready with the knowledge, skills and habits of mind necessary to work and live in the 21st century global environment. In order to accomplish this, the highest capacity in the school

² © Asia Society, used by permission. ISSN is a function of the Education Department of this global organization, and funded largely through grants from the Gates Foundation.

leadership is essential. The following profile of the DCIS principal characterizes the nature of that leadership.

The DCIS principal is Academically and Instructionally Focused. She/he:

- Demonstrates a passion for preparing students to be successful in the global world of the 21st century.
- Facilitates the infusion of international content, issues, and perspectives into the culture of the school as well as into a standards-based curriculum.
- Has a deep understanding of the importance of instructional leadership and model the use of best practices in meeting the learning needs of all students.
- Engages the staff in shared study of the research to bring the best ideas to their learning community in order to support student success.
- Models a self-reflective, continuous improvement disposition for their own growth and value it for all members of the learning community.
- Understands and demonstrates the leadership skills necessary for effective planning and alignment of resources to meet academically and instructionally focused goals for all students as well as professional development for the staff.
- Utilizes a clinical approach to the supervision of instruction supporting all staff in reaching the highest levels of performance.
- Understands interdisciplinary instruction and support the teachers in creating cross-disciplinary connections that foster strong literacy and numeracy development as well as use the arts as a vehicle for learning.

The DCIS principal is a Proficient Thinker and Problem Solver. She/he:

- Uses creative problem solving skills and resourcefulness to act on the needs of individual students, colleagues and the school community.
- Utilizes current research and data, both qualitative and quantitative, for effective decision-making as part of a system of continuous improvement as an internationally-focused school.
- Understands and engages complex problems, collects, analyzes and synthesizes information from a range of sources, tolerates ambiguity and uncertainty, and produces viable solutions as they relate to the success of the learning community.
- Advises and advocates for students to support their successes and help them overcome challenges.

The DCIS principal is Culturally Aware. She/he is a professional who:

- Recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community, utilize these assets in further internationalizing the school culture, and assist members of the community in valuing each other.
- Recognizes her/his responsibility to encourage a continuing diversity in the recruitment and sustainability of a diverse faculty and student body.

- Intentionally creates and hones a school culture that supports the attainment of the goals of DCIS at Fairmont and the vision for the students of the graduate profile.

The DCIS principal is Aware of World Events and Global Dynamics. This leader:

- Understands and stays up-to-date on current world events, international issues, and global debates and provides intentional opportunities for faculty and students to increase their knowledge in these areas through sustained professional development.
- Understands the dynamics of connecting content to global issues in authentic ways, encourages the use of multiple and balanced perspectives, and provides models and opportunities for faculty to integrate this into their teaching practice.
- Consistently supports the learning of world languages as a part of the curriculum for all students.

The DCIS principal is a Collaborative Leader. This leader:

- Is an excellent communicator, valuing her/his role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understands that change is a process not an event and allows time and provides support for innovation to be tested and developed into sustainable practice.
- Shares authentic decision making opportunities with members of the staff in order to build their capacity as teacher leaders.
- Builds the collective efficacy of all school community members to become purposeful in conceptualizing and achieving the goals of the school.
- Participates actively in the network of the ISSN and in DPS, collaboratively sharing ideas and searching for solutions to contribute to the field of international education.
- Provides the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community.

The DCIS principal is an Effective User of Technology. This leader:

- Models the use of technology to support her/his learning as well as the managerial functions of leadership.
- Uses technology to support data driven decision making and facilitate ongoing communication with the school community.
- Provides the necessary training and resources for equitable access to technology and new media for all students to support their learning.
- Provides opportunities for global connections using technology as a vehicle.

The DCIS principal is a Responsible and Ethical Citizen. This leaders:

- Makes decisions that are fair and equitable and keeps the students and their learning in the center of all she/he does.
- Acts ethically and responsibly to support the school, its students, DPS, and the ISSN network.

- Is service oriented, giving back to local and global causes and modeling the ethic of service for the school community.

At the time this proposal is being submitted the process of principal selection for Fairmont is underway. The candidates were informed of this proposal and were encouraged to address the qualifications necessary to lead Fairmont through the conversion and to a solid and sustainable foundation as an international studies school intended to articulate with DCIS. Appendix G contains the special requirements recommended for principal candidates, and also interview questions provided to the School Principal Selection Advisory Committee (SPSAC) to include in its considerations and interviews. If this proposal is approved by the district, it is paramount that the candidate selected by the district has these qualifications, or intense desire and commitment to acquire and hone the qualifications, during the first part of the planning year to assure the strength of the leadership of this school in the fidelity to the design proposed, and that the district commit to supporting the selected candidate in meeting these qualifications.

It is important to emphasize that the leadership of the school will be a collaborative process. The key leadership will be provided by the principal, but other personnel will play a role in the school leadership in cooperation and coordination with the principal. This fact underscores the necessity of selecting a principal with a highly developed ability in collaborative leadership. An ongoing goal for faculty development is increasing the skill and capacity of each teacher to be invested in the school at large as a leader in his/her own right.

Specific leadership roles, however, are defined here for the new school. These will include the School Leadership Team, the International Studies Coordinator, and the Community Relations Director.

- School Leadership Team (SLT): The current DCIS at Fairmont education design team, a group of teachers that supported the development of this proposal's education program, will serve as the planning year SLT, subject to the principal's supervision, to carry the faculty torch of the school vision and mission into the planning year. This group will continue to provide input and review of the development of the school's strategic implementation plan, primarily in terms of preparing the educational program. This team will also collaborate under the leadership of the principal in preparing a collaborative input process for staff selection, and will interact with the DCIS School Leadership Team in these processes. These individuals will continue to serve, subject to their selection to be on the new faculty and to the principal's supervision, as the SLT in the first year or two of implementation until the new faculty elects members to this team. Membership terms will be staggered so that there is continuity on the team from one year to the next.
- International Studies Coordinator: The international studies coordinator will work in collaboration with the principal and the school ISSN coach in developing and continually

strengthening the deep international studies character of the school. The charge of the person in this academic position includes the following:

- ♦ Assist in facilitating support for the faculty in developing strategies, skills, and attitudes that strengthen pedagogy driven the international design and outcomes
 - ♦ Facilitate faculty's ongoing work in aligning tools and structures that are provided by DPS and by ISSN. These include but are not limited to district planning and pacing guides and curriculum, LEAP, PCK and other professional development resources, ELGs, Unified Improvement Plan input, and Student Growth Objectives from DPS; and the school design matrix, Graduation Performance System, benchmark profiles, professional development modules, performance tasks, outcome rubrics, portfolio development, and the ShowEvidence platform from ISSN.
 - ♦ Pursue and organize special international or intercultural opportunities for the school's students by drawing on shared activities with DCIS as well as making connections and developing curriculum-supporting projects through networking with school partners, parents, and community members.
 - ♦ Assist the principal in coordinating preparation for ISSN school site reviews, which occur in the first and third years of the school's implementation. The site review is conducted by a team of ISSN staff and ISSN school leaders from around the country that come together for four days to take a "snapshot" of the school's progress according to the ISSN school design matrix rubric. The international studies coordinator assists this team in scheduling and arranging observations, focus group meetings, individual interviews, and documentation that help the team complete its assessment.
 - ♦ Provide facilitation and collaborative leadership in developing and improving positive intentional school culture. This includes supporting the school and student learning with PBIS, DCIS Core Values, and restorative justice. This person will have a key role under the supervision and delegation of the principal for maintenance of positive student behavior, and implementation of disciplinary practices and procedures. A discipline paraprofessional will be assigned to support the International Studies Coordinator, and will be provided special training specifically to support positive behavior in the building.
- Community Relations Director: The community relations director will develop and support the growth of community partnerships that enhance student learning, coordinate the parent-school partnership, and facilitate the parent education program in a way that in turn supports student learning. In addition the person in this role will be the key facilitator for student extended learning structures, programs, and opportunities.

The principal, international studies coordinator, and community relations director will meet at the beginning of each week to coordinate and align all activities. Other school staff will be invited to this meeting on an intentional basis for adequate coordination of

planning and follow-through. Staff members that should be included in these meetings as needed include the building facilities manager, special education teacher leader, literacy teacher leader, etc.

Development of leadership qualities throughout the staff is essential for the sustainability of the school mission and vision and permanent investment of the school's constituencies throughout any personnel changes that may happen in the future. To address this need with the ultimate goal of serving appropriate school leadership succession, DCIS at Fairmont will have a specific infrastructure of teacher leadership that promotes investment and ownership among the faculty. Along with the principal and with input from the faculty at large beginning in the first year of implementation the SLT will establish leadership committees among the faculty to take initiative in various aspects of the school life. Examples of areas in which committees could take organizational and strategic leadership include registration, clubs, parent-teacher conferences, special events, school culture development, mentor-mentee structures with DCIS, etc. Every teacher will be required to serve on a school committee. Committees will report to the SLT to make sure goals are set and progress towards the goals is monitored, celebrated, and strengthened. The principal and the team should encourage different teachers to seek membership on the SLT and leadership in the committees from year to year to stimulate investment in the school at large and individual teacher leadership growth. This process will also ensure redundancies in knowledge and skills across the school staff unique to the school, and will serve to institutionalize the nature of DCIS at Fairmont deeply into its culture as the ethos of the school and its community.

Building on that ownership and investment the principal will identify teachers with school leadership potential and interest, and encourage them to work towards their administrative licensure. The principal will invest them in specific leadership functions above and beyond the participation and leadership of school committees to further develop their leadership skills and to illumine to themselves and the principal whether or not their interest in school leadership grows. While the principal will identify such individuals for this growth, the process must be open so the whole faculty knows about it, and so that individuals that are grooming for school leadership are not seen as favorites over other faculty members.

Refer to the following appendices for this section:

- Appendix G: Job Descriptions for Leadership Team Positions
- Appendix H: Resumes for all Identified Leadership Team Members

B. Leadership Team Coaching and Evaluation

With the intention of developing DCIS at Fairmont as a model school within the ISSN national network, the school leader will be provided executive coaching. The focus of that coaching is established at the beginning of each year through a series of meetings between the principal and the coach to determine how the principal's current skill set aligns with the highest priorities of the school's development. These priorities are established by a shared

analysis of the overlay of the most immediate learning and achievement needs of the enrolled students, and the planned strategic implementation steps of the ISSN school design framework. A plan for supporting the principal in learning the design framework and leading the school to apply that framework to the specific circumstances of the DCIS at Fairmont enrollment, families, and community is outlined and shared with the coaching support system within ISSN. Forms of support will include joint work sessions that will include the principal, and can include other staff members as determined in the plan; national ISSN school leader seminars that are held three times a year where school leaders work collaboratively to improve their work at their own sites; professional development modules; access to ISSN tools and collaboration with other school leaders, coaches, and staff members throughout the network via a special “ning,” and collaborative professional development planning for faculties.

In addition, one advantage for developing DCIS at Fairmont as a DPS Performance School is that the principal and identified school teacher leaders can take advantage of opportunities provided by the district and guidance by the school’s instructional superintendent and her staff. So to make the support seamless it will be essential for the school coach, principal, and instructional superintendent to meet at least once each semester to align the support in a way that it is potent, synergistic, efficient, avoids duplication of effort, and makes best use of the principal’s time.

C. School Personnel Structure

In addition to the school leadership described above, there are vital positions in addition to general education teachers that the school will fill to ensure the successful ongoing operations. These include:

- Teacher specialists to support English language learning for those students whose first language is not English
- Teacher specialists that will lead the school efforts in moving students’ literacy development to proficiency and advanced
- Teacher specialists that will lead the school efforts in moving students’ math skills and applications to proficiency and advanced
- Special education teachers who can collaborate with classroom teachers in support of students with special learning needs; and support personnel through Student Services that can provide specialized services on a case and part-time basis, including a gifted and talented specialist, a nurse, psychologist, and speech therapist.
- An education specialist that will direct the Indian Center Program in DCIS at Fairmont.
- An ISSN school coach acquired through the school’s purchased association with this national network.
- A Chinese teacher acquired through the Confucius Institute of China associated with the Community College of Denver.

- A Spanish language teacher to support native English-speaking students' study of Spanish
- Teaching interns through the British Primary School Alternative Licensure system to support classroom instruction, and to begin immediately to build in-house training of future teachers for DCIS at Fairmont.

Refer to the following appendices for this section:

- Appendix I: School Organization Chart
- Appendix J: Staff Roster

D. Student Enrollment

The enrollment practices for DCIS at Fairmont will provide equal access to any student in its attendance boundary who is interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure. Widespread and multimode promotion throughout the community will be conducted through newsletters to the existing enrollment of Fairmont during the planning year, neighborhood fliers, fliers at neighborhood businesses, promotion through the Baker neighborhood Association, promotion through realtors for the community, articles in neighborhood newspapers, DPS communication tools and publications, and a neighborhood mailing. The school will employ the new enrollment system of the district that has been developed specifically for the goal of equal access, and in the promotional steps prior to the enrollment time period information about this process will be made available. Also open community presentations will be held at Fairmont in the three months prior to that enrollment process to give neighborhood families the opportunity to hear about the new design of the school and to ask questions.

Priority for new enrollment will be for neighborhood students, but projections provided for this model also allow for additional students through the choice process. The same DPS equity enrollment process for those students will apply for available space.

Section III: EDUCATION PROGRAM

A. Curriculum

DCIS at Fairmont will use the DPS curriculum and infuse it with the global leadership focus provided by the framework of the International Studies School Network (ISSN). ISSN defines global competence—an increasingly important aspect of 21st century learning—through four domains: Investigate the World, Recognize and Weigh Perspectives, Communicate Ideas, and Take Action. Teachers will use the lens of global competence to view the different content areas and follow pedagogical attributes identified by ISSN to address our interdependent world. Applying the global competence definition to each subject area gives these separate fields a common thread, creating a context for interdisciplinary work.

The ISSN framework is the work of the Asia Society’s Department of Education and its Partnership for Global Learning. The framework and associated tools are based on a range of research that has been brought together to crosswalk what is known about accelerating student achievement, enhancing student motivation through meaning and application, and the incredible need for knowledge, skills, and appropriate predispositions for successful participation in the twenty-first century. The research also is based on a comprehensive survey of elementary schools that infuse international studies into their curriculum.³

The rationale for using this approach for DCIS at Fairmont derives from the clear need for students to begin developing global perspectives, skills, knowledge, and predispositions earlier than the sixth grade. The ISSN framework was adapted and developed by Denver Center for International Studies at the secondary level, but the foundations of language learning, facility with broader perspectives, and essential habits that are connected to service and applying learning are best established at a younger age. At the elementary level there are unique opportunities to bridge content and curriculum, mirroring the way that learning occurs outside the classroom. The vision for a global elementary school brings together the best of our knowledge about effective education and the most evidence-based predictions about future needs.

Here are the major components of a global elementary school (AS, 2010, p. 7):

- A [framework] that seamlessly integrates district and state academic requirements with global content and competencies to foster high academic achievement;
- Instruction in at least one other language, on a daily basis, from [ECE] throughout the elementary experience, with frequent exposure to native speakers.

³ A compendium of this research is included in Appendix II of *Ready for the World: Preparing Elementary Students for the Global Age*. Asia Society/Partnership for Global Leadership, 2010.

- Instruction that explores the world and how it works through inquiry-based and constructivist approaches and other best practices informed by research to pique student interest and spark ideas.
- Assessments that are authentic, varied, and rely less on standardized testing and more on portfolios, performances, projects, and mastery-based measures.
- Abundant use of technology for teaching, learning, researching information, and connecting with others beyond the classroom, community, or national borders.
- Dynamic interactions and exchanges with sister schools to enhance learning and create understanding.
- Service and volunteerism programs that teach students leadership skills include academic content (such as math, writing, and reading) and develop their voice and agency as actors for positive local and global change.
- Focus on dispositions and skills (listening, reasoning, weighing options and perspectives, decision-making, responsibility, collaboration, entrepreneurialism,) that are vital in a highly interdependent world.

In addition DCIS at Fairmont will be offering art, music, physical education, and world languages. These offerings will address the importance of the development of the whole child; learning the basics in these disciplines will help students appreciate these aspects of other world cultures along with their historical, political, and social development.

Scope and Sequence.

Because the international studies approach that will be used in DCIS at Fairmont is a framework for instructional delivery and assessment, there will be no changes to the course scope and sequence of the DPS curriculum used in the school. As established curriculum that the district continues to supplement, the curriculum is aligned with the Colorado Academic Standards/Common Core State Standards. It should be noted that the rubric templates for the international studies frameworks are also in practice linked to these standards, and the instructional professional development will include support to assure this alignment.

Refer to Appendix K for this section.

Standards.

While the international studies frameworks don't establish separate standards, it should be noted that there is an assessment element that is applied to student performance through performance tasks. In so doing the approach intensifies the learning, consolidation, and ability to apply standards. For example the Graduate Performance System leads teachers through a performance task development process that creates a pathway for student engagement. The process is best summarized as SAGE: providing **S**tudent choice in the task, providing an **A**uthentic experience that resembles what adults do in the real world, requiring the task to have **G**lobal significance (investigate the world as a means to problem-solve based on genuine situations), and **E**xhibition to an appropriate

and relevant audience beyond the teacher and classroom. The Graduate Performance System toolbox provides task rubric templates for every discipline that can be modified for use at each level.

Cultural Relevancy.

A key to DCIS at Fairmont will be the diversity and inclusiveness of its enrollment, for diverse enrollment is not only an admissions goal, but an instructional tool in and of itself. Interdisciplinary studies will be collaborative learning experiences requiring students to learn how to work with others who have different cultures, habits, and perspectives. This strategy requires teachers to facilitate intercultural communication among diverse students in the process of the interdisciplinary project, which includes structured and intentional debriefing and reflection.

We will use the DPS planning guides and the ISSN framework to contextualize learning by using students' own culture and experiences and allow them to develop questions. Teachers will facilitate an active learning process through interdisciplinary projects at every grade level that introduce authentic learning experiences. The learning through these projects is not just loosely themed but is actually building and leading toward an interdisciplinary problem-solving experience. The projects are built as a part of a complete package of students' studies fit them and prepare them for the next experience, the next set of project outcomes, which are more rigorous and dynamic. These projects, conducted as collaborative learning experiences, will allow students to bring their own culturally and linguistically diverse perspectives to problem-solve and develop learning. The curriculum will engage student learning in differentiated ways that employ as many learning intelligences as possible, meeting the learning needs of all students as well as challenging them to develop other avenues of learning not natural to them, in order to develop flexibility and adaptability in an increasingly interconnected world.

To meet linguistically diverse needs, DCIS at Fairmont will offer native language instruction for students in English and in Spanish from ECE – 5th grade. The school will also provide a world language instruction block for 45 minutes per day. This will include English language instruction for native Spanish-speakers and a world language for native English speakers. To begin with, the world language offered will be Spanish but we plan to include all languages currently taught at DCIS (French, Spanish, Italian, Chinese, Japanese and Lakota).

The school will draw on *Ready for the World: Preparing Elementary Students for the Global Age* (Asia Society 2010) to infuse the DPS curriculum with an international focus; creating globally competent students who master these four domains:

1. Investigate the World
 - ♦ Students investigate their own community and their world beyond their immediate environment using local and global sources.
 - ♦ Compare traditional and contemporary cultures and how they vary among speakers of the target language.

- ♦ Use knowledge of language and culture to investigate a country or region that speaks the target language
 - ♦ Compare art, music, dance, and theatrical, styles of people and cultures around the world and how depict local pr global themes and issues.
 - ♦ Identify themes of local, regional, or global significance that could be expressed using the arts.
2. Recognize Perspectives
- ♦ Explain how different cultures influence how we live and what we do in our own country as well as how we influence other countries with our culture and beliefs.
 - ♦ Identify what kinds of experiences and education they have access to in their school, community, and country, then compare these to the experiences and education of other students around the world.
3. Communicate Ideas
- ♦ Recognize that people speak and act differently in different settings; identify and demonstrate appropriate communication for the school setting as well as other settings in their lives.
 - ♦ Learn skills in multiple modes of communication and their most elevated use in effectively connecting with others to exchange and contribute knowledge.
4. Take Action
- ♦ Act creatively and innovatively to contribute to improvement locally, regionally, or globally both personally and collaboratively.

The scope and meaning of diversity is broader than what we has been addressed here. In addition to cultural and linguistic diversity the school will also examine other diversity issues, including gender, economics, age, family make-up, learning styles and academic needs, as well as others.

DCIS will follow the LEAP Framework, for Teacher Behaviors in culturally responsive teaching:

- Teacher demonstrates knowledge of interests in students, their cultures, communities, and/or their background experiences.
- Teacher uses culturally responsive teaching by integrating students’ cultures into classroom and instruction as seen in tasks, discussions, interventions, on walls, materials, etc.
- Teacher encourages use of students’ home language to clarify and enhance.
- Teacher facilitates students’ transitions between home and school cultures and languages.
- Teacher actively solicits student engagement around culture and diversity when applicable.
- Teacher provides activities and opportunities for students to share and apply their cultural perspectives.
- Teacher uses students’ home language to clarify and enhance student learning.

The following are examples of effective practice in culturally responsive teaching in LEAP framework:

- Representing a broad spectrum of cultures, including multiple ethnicities, languages, and/or genders.
- Using multicultural materials (e.g. literature, resources, toys/games, artifacts, realia, and current events) that reflect students' cultures and/or other cultures for students to learn about.
- Demonstrating an asset-based perspective of students from diverse backgrounds, using their experiences as resources for learning vs. excuses of problems to overcome.
- Having representations of student cultures or personal experiences visible in classroom environment.
- Building bridges from students' experience and cultural knowledge to academic content.
- Recognizing that there are multiple ways to perceive reality; presenting and respecting these alternate perspectives, particularly those of society's non-dominant and underprivileged groups.
- Allowing cooperative learning, storytelling, and diverse forms of expression and code-switching as a part of students' participation.
- Referring to representations from studied disciplines, as well as role models who are from students' cultures and/or non-dominant cultures.
- Providing access to materials that support their learning and honor home language (s).
- Intentionally demonstrating belief of not being "color blind," as teacher recognizes students and their cultural backgrounds.

Class Size.

The class size target in DCIS at Fairmont will be twenty-five. A significant element of the structure starts with the way the students are organized into learning groups of twenty-five. The way students are grouped in to twenty five in direct relation to the schedule will address the following goals:

- Create maximum inclusion of diversity, both as a means for equity and as a holographic strategy for students' learning from each other in the international context described above in the section on Cultural Relevance.
- Provide as much opportunity for differentiation as possible.
- Create a learning environment and support system that supports and emphasizes proficiency development up front more than remediation and unqualified promotion after the fact.
- Establish as much flow as is practicable for students to engage in smaller targeted learning groups as needed.
- Promote the most efficient use of teacher time and teaching assignments as possible regarding effective instruction of students.

With these goals in mind the school will create classes of learning groups responsive to student needs and progress, and the assignment of students to these groups must be

very intentional. For the success of this structure all teachers must have intensive training, regular professional development, and preparation time to learn both the strategies that make this configuration potent, and to learn superior formative assessment skills to make sure students are being given the right instruction with the use of smaller learning groups. To prepare for this configuration, particularly to be ready to initiate this design in August of 2013, the following steps will be taken:

- Early teacher hiring during the planning year (see Section IV D).
- Training and professional development during the planning year, including observations of this model in action and meetings with teachers engaged in this model to learn what specific teaching strategies they had to learn and how they have to prepare differently than the traditional grade-by-grade class configuration.
- Hiring of specially qualified paraprofessionals.
- Partnership with the CU-Denver/BPS Internship Alternative Licensure program that would include teacher interns every year.

The schedule discussed below and in Appendix L are to be considered in the light of this structure of intentional learner groupings.

Timeline of Curriculum Development.

While the curriculum from the district that will be used is developed, the planning year will be used to align the process of the international studies frameworks with the application of the curriculum, and with the strategic planning of professional development and implementation for the intentional learning groupings.

B. School Schedule and Calendar

School would start 30 minutes earlier than the current Fairmont schedule five days a week for students. Students will be dismissed 2.5 hours early on Wednesday for teacher professional development, staff meetings, and data teams. Professional development will focus on infusing the DPS curriculum with the ISSN framework to create authentic, global instructional tasks that align vertically and horizontally across grade levels. IEP and SIT meetings will be held after school.

In order to meet all student needs for enrichment and intervention, student needs will be assessed and appropriate support will be scheduled in collaboration with the classroom teacher and support staff. At least 45 minutes of each grade level's literacy block will have the additional support of an interventionist and one or two paras. Gifted and Talented (G/T) support will be provided at this time as well, at least once a week and more when additional resources are available. Two teachers per grade level will team teach every English language development class to provide differentiated small group instruction for English Language Learners.

The school will continue its current after-school offerings, as well as bring in more opportunities for students to receive additional academic support, opportunities to

participate in sports, community service and the arts. Current after school offerings include Garden Club, ballet, Girls on the Run, tutoring, and cross-country.

The school will partner with community organizations, as well as the students at DCIS to bring in more programs that support the interests of the students and enrich their education. The school will also provide a larger tutoring program that can accommodate all students who are interested in additional support or enrichment. DCIS at Fairmont plans to provide an affordable child-care program for families who need extended-day care.

A day in the life of a kindergartener, second grader, and fifth grader, would look like this:

Kindergarten: A Day in the Life of Jesús
8:30-8:45 – Morning Meeting
Jesús sits in a circle and participates in a class meeting to review core values and share celebrations and concerns. Jesús practices active listening while his classmates share.
8:45-11:00 – Literacy Block
Jesús learns high-frequency words and tricky letter blends in Skills. During guided reading, Jesús receives specialized instruction in a small group targeted to his reading level. He participates in literacy stations to independently practice literacy skills. During whole group read aloud, Jesús shares his perspective on the non-fiction book about homes around the world. In Turn/Talk Jesús offers his opinion on which home he would like to live in and supports his claim with one or two reasons. Jesús’ partner listens to Jesús and re-states his opinion before offering his own.
11:00-12:00 – Interdisciplinary Studies
Students have been developing an understanding that around the world people find it necessary to build houses. Today Jesús’ class will walk around the school area to view homes, taking note of special features. Back in the classroom, Jesús and his classmates will make a list of the features they have noted, creating a list of dwelling features.
12:00-12:45 – Lunch & Recess
12:45-1:30 – Math
Math block begins with a whole group Everyday Math lesson on shapes. Jesús then moves into small games to learn numbers sense. Some groups are working on patterns or numbers stories, while one group is receiving targeted instruction from the teacher. An additional small group extends their understanding of shapes by exploring how to construct a dwelling, including features such as doors and windows. This is a preliminary exploration that will lead to a child-directed project where parents are invited to participate in model home building. Over the course of the several days, Jesús will have the opportunity to play and learn in each of the math groups.
1:30-2:15 – English Language Development
Jesús participates in a whole group lesson using Avenues materials and chants about the home (Unit 10). In a differentiated small group, Jesús talks with other children reviewing the English vocabulary of dwellings. Each child draws a dwelling and then presents it to their classmates with teacher support, practicing the language structure, ie. “My house has one door, three red windows, and a porch.” The

teacher then guides the children to compare their drawing with a partner. “Our houses are the same because....” “Our houses are different because....”
2:15-3:00 – Specials (PE)
Students are learning how to take care of their neighborhood. Students participate in relay race that requires them to sort recyclables.
3:00-3:45 – High Level Learning Centers
In a mixed group of native English and Spanish speakers, Jesús and his language buddy will choose to play in a variety of center, including a house center, “tools” and materials for building, an art center, and a library center.

Second Grade: A Day in the Life of Sara
8:30-8:45 – Morning Meeting
Sara joins her classmates in a circle. Each student is greeted by name in a world language they choose. Students practice accountable talk by actively listening and confidently speaking to communicate announcements, celebrations, and any other ideas or concerns with the class community.
8:45-9:30 – Spanish
Sara’s class goes outside to practice asking and giving directions in Spanish. Sara’s teacher leads a chant the class wrote to review playground vocabulary. Language stems for asking and giving directions are taught and written together, and students then apply this through work with partners to practice speaking and listening in Spanish.
9:30-10:30 – Interdisciplinary Studies (social studies/science)
Students take a neighborhood walk to determine the best location for benches in our community park. Sara and her partners and discuss evidence for why they believe particular locations are best. All students draw a map on their clipboard to show where they think the new benches should be located. Students come together to discuss and vote on locations for this class project.
10:30-11:15 – Specials (Art)
Students are designing and painting benches that represent the diverse cultures of their local park; completed benches are installed in the neighborhood.
11:15-12:00 – Lunch & Recess
12:00-2:45 – Literacy Block
As Sara and her classmates listen to a mentor text read aloud, they use inquiry to share what they notice the writer does to persuade readers. During the independent reading and small group instruction block, Sara’s teacher, the interventionist, and a paraprofessional meet with two or three small groups. When not in a group, other students practice reading strategies independently or with a partner. Sara and one other classmate receive mild/moderate special education instruction at this time using the Leveled Literacy Intervention program.
During writing, Sara is working with her small group to compose a letter to a local business to ask for materials to be donated to build benches. Other groups are writing letters to a local carpenter to help

build the benches, the city council to approve the project, and the newspaper to feature a story about this installation. Students are revising their letter using a rubric for clear organization, interesting word choice, and letter-writing conventions.

During the skills block, Sara learns a new vowel diagraph pattern, practices reading and spelling words with this pattern, and reviews previously learned patterns.

2:45-3:45 – Math

Sara independently responds to the Math Message that activates background knowledge on units of measurement. Students share these responses and then begin whole-group explicit instruction on standard and metric units for measuring length. Students then work with partners to solve the length of boards needed to create benches for our community park. Everyday Math games are played with partners, reinforcing communication skills and reviewing mathematical knowledge and strategies.

Fifth Grade: A Day in the Life of Neveah

8:30-8:45 – Morning Meeting

Neveah joins her classmates in a circle. Each student greets each other by name in a world language and converses with their peers asking and answering questions about the previous day using feeling words.

8:45-11:30 – Literacy Block

During independent reading, Neveah, a gifted student, is doing research using multiple text-based and digital sources to gather perspectives on a Pioneer’s journey across the plains. She confers with her G/T teacher or classroom teacher daily to assess her progress on this project. In writing, Neveah uses her research to compose a diary entry from the perspective of a pioneer.

11:30-12:30 – Math

Neveah and her partner determine the quantity of supplies needed for one family’s trip across the plains. They independently calculate the total cost, requiring addition and multiplication of numbers with decimals.

12:30-1:15 – Lunch & Recess

1:15-2:15 – Interdisciplinary Studies (social studies/science)

Neveah and her classmates are writing and delivering persuasive arguments to convince classmates to choose them based on their skill sets to join the wagon party.

2:15-3:00 – Spanish

Neveah is working collaboratively with her classmates in Spanish to communicate and problem solve how they can cross a fictional river using only tires and boards. The activity requires open ended collaborative problem solving within groups in a second language.

3:00-3:45 – Specials (Music)

Neveah is studying found sounds in music class. She uses objects found in pioneer homes to create ostinatos, a pattern of sounds.

The school year will be similar to the DPS calendar with students reporting 171 days. The major difference in the calendar will be in the addition of professional development days for teachers to hone their skills for this unique design, for sharing and discussing student work to improve instruction, assessment, redirection of instruction, and full use of the special resources established in the school for this design. See Appendix L for additional details.

For specific information regarding schedule and calendar refer to Appendix L: School Calendar & School Day Schedule.

C. Progress Monitoring and Assessment

The achievement goals for DCIS at Fairmont are clear: the growth measures by state exams must continue to improve, and the status scores must take a leap in the coming years. The current school and its faculty and staff are to be commended for the steady growth its students have shown over the last three years. However, student achievement has been stuck in red (Does Not Meet) for far too long; the work must accelerate to raise the achievement level from red to green (Meets) in two years, and to blue (Exceeds) in five. Specific targeted goals start with continued improvement in growth in the following to red areas:

- 1.4a Keep Up Growth Reading
- 1.7d Gaps Change Science

The need for significant improvement in achievement is highlighted by the following specific areas and identified cohort groups that were red in the most recent School Performance Framework. These areas will constitute the targeted goals for improvement:

- 2.1a CSAP Proficient+ Reading
- 2.1b CSAP Proficient+ Math
- 2.1c CSAP Proficient+ Writing
- 2.1d CSAP Proficient+ Science
- 2.3a Gaps Reading
- 2.3b Gaps Math
- 2.3c Gaps Writing
- 2.3d Gaps Science

The Student Engagement rating for attendance was red on the last SPF; however, this current year the attendance has improved to above 90%. The goal will be to keep the attendance rate above 95%. However, the school constituencies will be constantly reminded that this is a measure and not the substance of student engagement. It is not enough just to make sure the students are in school. See Section I, G for more on this topic.

The general strategy for this improvement is really one of the essential points of this new Performance design. Specifically, however, conscious, consistent, and frequent progress monitoring of students learning, analysis of that data, reflection, and instructional redirection is necessary for any improvement to happen at the rapid pace set forth above. Rituals and expectations among the school's faculty, administration, and parents will be

established that make the practice of monitoring a part of the school's culture of High Expectations.⁴ The following monitoring strategies will be put in place:

- In-depth drill-down faculty study of the previous year's School Performance Framework in the faculty sessions prior to the beginning of the school year.
- Use of learning goals attached to weekly expectations; Essential Learning Goals (ELGs) derived from standards will be converted to "I Can" statements.⁵
- Analysis of DRA results and Benchmark passages.
- Administration of teacher- and district-created weekly formative assessments of those learning goals.
- Weekly collaborative faculty check-in for sharing of key successes and key questions or concerns based on the formative assessments at the Wednesday faculty professional development session.
- Student self-monitoring in all subjects, using the "I Can" statements; use of developmentally appropriate tools for students to track their self-monitoring so they can be totally aware of the progress they are making.
- Student and teacher celebrations of student progress success in the advisement sessions, at monthly school celebrations, and in graphic postings in the school's hallways. Visits to DCIS at Montbello for faculty members will be arranged for ideas along this line; collaboration with DCIS at Ford will be established through the school's professional development program.
- Administration of teacher- and district-created benchmark assessments.
- Performance task assessments and norming of scoring among faculty members using the ShowEvidence platform.
- Demonstrations of learning at student-led All-School Meetings (See Section I for more information on this).

The intense focus on student monitoring and instructional action as a result of that monitoring process is the driving factor in the emphasis on faculty time for professional development and planning.

The literacy facilitator will serve as the Site Assessment Leader and will work with teacher leaders to organize and interpret data and plan professional development. Before the first day of school, the School Leadership Team will review assessment data from the previous school year so that it can be used to inform professional development, data teams, and differentiated instruction. In data teams, teachers will work in collaboration within and across grade levels analyzing data to determine instructional next steps for their students.

Fairmont will be committed to meeting the requirements, as well as the spirit, of the federal government's Response to Intervention (RtI) mandate. Progress monitoring data will be collected at least three times per year for all students, as well as more regular

⁴ From the set of Core Values; see Section I.

⁵ This work will draw on the contributions of Aveson School of Leaders, an ISSN elementary school in California.

monitoring of students who do not meet grade-level targets. Reading progress will be monitored using a combination of STAR Early Literacy, STAR Reading, and DRA2 for benchmark data and progress monitoring. We will use district interim assessments in reading, writing and math in grades K-5.

The Student Intervention Team (SIT) meets at least once per month and consists of support staff and general education staff. During these meetings, the SIT recommends whether a student needs a more intense intervention than the current strategy used. Evaluations for more intense interventions are based on data supplied from the general education teacher(s) and/or the intervention teacher. Support staff and intervention teachers are charged with monitoring how well a student is progressing with the new intervention, and they present follow-up data on student progress in subsequent meetings.

Fairmont will follow the District policies for promoting students. Assessment successes and other academic achievement, and progress towards promotion, will be communicated to parents and students at Academic Parent Teacher Conferences held each year in October and also in February for any students below grade level.

While this proposal is not required to address the topic of graduation section is for high school applicants only, the link to DCIS secondary school should be reiterated here. The impetus for establishing DCIS at Fairmont is to create a strong foundation for students who will stay in the DCIS continuum through twelfth grade and graduate with superior preparation for the twenty-first century's global realities and specifically for college. The continuous process, then, is to plan backwards from both DPS requirements for graduation and DCIS standards for the DCIS Diploma of International Studies, and then plan forwards in implementation for students enrolled in DCIS at Fairmont to be prepared at the highest level to articulate to the secondary campus.

D. English Language Learner Students

1. Identification Process.

The school administrative support staff under the direction of the ISA team will be in charge of collecting and administering the DPS Home Language Questionnaire. The information will be used, together with parent input, to determine what a student's language needs and whether they should be in an ELA-S or ELA-E classroom. Written and verbal communication with parents who have limited English proficiency will always be in the parents' native language.

2. Assessment and Placement.

Placement will be determined by the HLQ, the CELA, and teacher observation. The ISA team will use the CELA test and the district placement, monitoring, and exit forms. Classroom teachers will use STAR Reading and STAR Early Literacy data, as well as teacher guided reading running records. These assessments will be reviewed by the ISA team to ensure that all students are placed accurately according to their language needs, and making

progress in language acquisition. Parents will be shown the district created video and brochure about the district's ELA services. Students receiving ELA-S services will be assessed using the EDL-2 and the unit assessments in the Everyday Math curriculum.

3. Program Design and Curriculum.

ELL students will benefit from strong differentiated teaching that is based on best practices for each discipline and incorporates sheltered techniques to support. DCIS at Fairmont will use the district approved Avenues curriculum in ELA-S classrooms. The Avenues program was chosen by the district because of its alignment with the Colorado English Language Proficiency standards. In ELA-E classrooms, teachers will follow district guidelines for best practices for English language learners. The Avenues curriculum will be enhanced and deepened by infusing it with the ISSN framework, especially vocabulary and language structures around identifying and weighing opinions and perspectives.

4. Teaching.

The ISA team, comprised of an administrator and two classroom teachers both of whom are ELA certified and culturally competent, will be responsible for the management of the ELA program. The ISA team will meet every two weeks to review compliance, including newly registered ELA students, data review, accuracy of ELA teacher designations, accuracy of student placement, and completion of forms submitted to the ELA department. ELA-S staff will receive training in the district curriculum, Avenues, and professional development on the district's transition model. ELA-S and ELA-E teachers will receive professional development on best classroom practices for English-language learners.

5. Exiting/Redesignation.

DCIS at Fairmont will follow district guidelines for exiting/redesignating students who are in the ELA program. The ISA team, in conjunction with the classroom teacher, determines who will be exited or not. A prerequisite to exiting is an overall score of 5 (advanced) on the CELA, which measures reading, writing, speaking, and listening. The ISA team uses district monitoring forms to ensure that former ELA students are on grade level and progressing in English. If an exited student is not performing on grade level or making progress, they will be referred to the SIT team.

E. Special Education Students

Mild/Moderate teachers, intervention teachers, general education teachers, and the school psychologist will work collaboratively to focus on early intervention, early identification and careful monitoring of all students' progress on grade-level standards and expectations. In order to provide this level of support for our students, certain systems must be put in place to assure adequate information and monitoring of skill levels at all grades. In the elementary school, reading progress will be monitored using a combination of STAR Early Literacy, STAR Reading, and DRA2 for benchmark data and progress monitoring.

The Student Intervention Team (SIT) will meet regularly to ensure RtI is implemented with fidelity and Tier Two interventions are provided to students in need of more intensive academic or behavioral support. Federal guidelines are followed in identifying students eligible for special education supports.

Students are fully supported through a comprehensive consultation program between the special education teachers and the general education teachers. This focus on consultation allows teachers to foresee difficulties that may be encountered by specific students, curriculums to be modified when necessary in order to meet a student at his/her instruction level, and models the collaborative culture that is an integral part of the school by providing many opportunities for co-teaching and support. This commitment to rigor and high expectations, as well as a focus on individual student needs, has worked well for the students with special needs at Fairmont and DCIS.

Fairmont will continue our strong commitment to serving students with special needs by giving them the opportunities to explore their individual interests, to gain confidence and self-advocacy skills, build relationships, and increase academic skills. Special education services will be provided by mild/moderate teachers. Classroom teachers will work in conjunction with SPED teachers to provide differentiated instruction to meet students' needs as specified by the RtI model. Special needs will not limit students from gaining admission to Fairmont unless students need a center-based program that is not offered at this school.

Fairmont will follow all DPS Human Resources requirements in the hiring processes, hiring only "Highly Qualified" special education teachers possessing a Colorado teacher's license with appropriate endorsements. Fairmont currently has two highly qualified Mild/Moderate teachers who serve our students in special education. An exception to the DPS Human Resources timeline and practice of direct placement will be requested through innovation so that the team can be identified well in advance of the initial training for the following year's new teachers.

DCIS at Fairmont acknowledges and understands that it is subject to all federal and state special education and disability Laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individuals with Disabilities Education Act (IDEA), the Colorado Exceptional Children's Educational Act (ECEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). DCIS at Fairmont will be accountable to the board of education of DPS for purposes of assuring compliance with federal and state special education and disability laws. The district's special education director will ensure DCIS at Fairmont's compliance with special education and disability laws through annual audits of DCIS at Fairmont's special education program. DCIS at Fairmont understands that noncompliance with federal and state special education and disability laws may result in specific actions by the District.

Mild-moderate teachers and general education teachers will collaborate to determine the amount and type of support that an individual student needs. Researched-

based interventions may include Foundations, Wilson, ReadWell, Leveled Literacy Intervention, among others. Fairmont will follow the RtI model to meet student needs in the least-restrictive environment.

Special education services are provided within the student's school day. Consideration is given to what time best meets the needs of the students to ensure they receive services during a period of time that will least impact their academic education. Special education teachers work with classroom teachers to determine schedules.

The special education team will meet weekly to monitor and coordinate services for students.

Targeted professional development will ensure that all teachers are aware of IEP requirements, and the RtI and SIT processes. The new teacher schedule will allow for co-planning with special service providers and interventionists.

Fairmont has hosted center programs in the past, including both the Integrated Kindergarten and Integrated Preschool Classroom for several years including the 2011-2012 school year before the district chose to relocate it. The school hired highly-qualified Special Education teachers and paraprofessionals to staff these classrooms, and these teachers worked with general education classroom and specials teachers to integrate these students into those classes. Pending available space which is expected to become a good problem for the school as the Performance design takes root and enrollment increases, Fairmont would be prepared and willing to host center programs in the future.

F. Academic Intervention and Acceleration

DCIS at Fairmont will use the Response to Intervention model to identify students in need of academic intervention, and classroom teachers and regular district monitoring and G/T instruments to identify students in need of enrichment/acceleration activities.

In addition to services provided for ELL and SPED students, DCIS at Fairmont will implement Response to Intervention (RtI) to help meet the needs of all students with the goal that every student will be given the instructional supports they need to succeed. The purpose of RtI is that of a proactive prevention model to limit or prevent academic failure for students who are having difficulty learning by providing scientific research-based interventions, to bring students up to grade level achievement, as well as to identify Gifted and Talented students so they can achieve their potential.

Each tier provides increasingly individualized instruction, continuous monitoring of progress to calculate gains, and criteria for changing interventions and/or tiers through a regularly-scheduled, and systematic team decision-making process. DCIS plans to implement the Colorado Multi-Tiered Model of Instruction and Intervention as outlined by the Colorado RtI Framework provided by the Colorado Department of Education (CDE):

- Tier I – for all students - high quality instruction, regular assessment and behavioral supports provided in general education classrooms that incorporate universal screening, progress monitoring and prescriptive assessment to design instruction. Expectations are taught, reinforced and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
- Tier II – targeted small group instruction - intensive specialized interventions for students identified as at-risk of academic, social or behavioral challenges or identified as underachieving who require specific supports to make sufficient progress in general education. This also applies to students who are in need of gifted and talented supports. Supports are provided with consistency by highly trained teachers and include progress monitoring and assessments presented at students’ instructional levels to measure growth towards benchmarks.
- Tier III - individualized intervention by specialists and/or referral for special education or gifted programs based on ongoing progress monitoring and/or diagnostic assessment.

A variety of interventions will be offered by teachers, interventionists, and paraprofessionals to support academic needs. Reading Recovery & Decubriendo La Lectura will be offered one-on-one to the lowest four first graders in each language, each semester. Leveled Literacy intervention is provided one-on-three to students K-3, as needed.

There will also be multiple support systems built into the school to ensure student’s mental, emotional, social, developmental, and health needs are met, and both health and mental health personnel will be assigned to the school to coordinate these services.

Student needs will be assessed and appropriate support will be scheduled in collaboration with the classroom teacher and support staff. At least 45 minutes of each grade level’s literacy block will have the additional support of an interventionist and one or two paras. G/T support will be provided at this time as well, at least once a week and more when additional resources are available. Two teachers per grade level will team teach every English language development class to provide differentiated small group instruction for English Language Learners. In addition, a predisposition of flexibility and flow among the faculty and support staff will be intentionally practices to respond as immediately as possible to presenting needs of students.

G. Gifted and Talented Students

The curriculum of the school is uniquely suited to challenging and empowering of gifted and talented students through the use of proficiency assessment rubrics and performance tasks that incorporate student choice. Projects will encourage students to take action on real world problems and to make their work public in meaningful ways. Because students identified as gifted and talented (G/T) will not be isolated in classes with others identified as G/T, they will learn to work in diverse groups and to collaborate with students who have other talents and interests.

At any level parents can request HGT testing following district guidelines. The Naglieri assessment is used to qualify all second and fourth graders for G/T and creativity tests will be given at the third and fifth grade levels. (check this) Classroom teachers will recommend students for special testing and the assessment and the identification process will be the responsibility of the G/T specialist.

Because of the diverse background of students in the neighborhood, teachers and the G/T specialist will work with parents to recognize and request testing for potential G/T students from under-represented groups. For example, a workshop could be offered in Spanish to parents explaining the criteria for being identified as G/T and the advantages to the student if he/she is identified. If a student's first language is not English, assessments that are more nonverbal could be substituted. Once identified, students could be assigned older students as mentors within the program to encourage them and provide support. Students from the DCIS secondary school could be involved as mentors for these, as well as other, G/T students.

In addition to materials from developing critical reasoning and creativity through established programs (insert names), G/T students will be introduced to the idea of Passages, self-directed learning projects used at the DCIS secondary schools. The students will be assisted in planning a scaled down version of the Passage process, including developing a simple proposal for a learning project of the student's choice. Pull out time will be used for research, field trips into the community, and/or interviews to be used in the Passage. Students will be encouraged to develop authentic "real world" projects and to make their work public in some way, such as publishing their writing, creating an art show, presenting their findings to an audience other than their own class. For this type of learning, no additional materials would be required.

In order to make time in the schedule for G/T enrichment projects, community partnerships will be engaged to assist in these mini-Passages as well as with the performance tasks and other challenging activities. Note in Appendix L that there is dedicated time for interdisciplinary projects during which G/T students can work in their own facilitated and unique approaches to their work.

In a proficiency assessment system that is promoted by the Graduate Performance System, students would be able to progress to higher levels and compare themselves to typical 5th or 8th graders using the Graduate Performance System benchmarks for those grade levels. The ShowEvidence platform will provide the concrete tracking and cumulative evidence of student performance who may be above grade level, and will assist these students in building a digital portfolio that will be potent both for their own self-monitoring as well as for teachers and other audiences related to their demonstrations of learning. Portfolios are a particularly valuable tool for students that have the ability to direct the student-parent-teacher conferences.

DCIS at Fairmont will use the services of a qualified itinerant gifted and talented teacher to direct and coordinate the programming and monitoring for G/T students. That

teacher will be selected according to district and NCLB requirements to meet specified “highly qualified” criteria. Currently Fairmont is served by a G/T teacher who also serves DCIS, and that arrangement will be important to continue to take advantage of the connections and enhancements for G/T students available through intentional synergistic programming with both campuses.

In addition, the qualifications of all teachers (see Appendix G) will give them the predisposition for stimulating the creativity, challenge, and rigor that meets the unique needs of G/T students. Time for their structured interaction with the G/T teacher/coordinator will be provided in the school’s design for extended professional development.

H. Supplemental Programming

The school will develop supplemental programming with school partnerships as described elsewhere. Supplemental programming will be made possible from a combination of in-kind contributions from partner organizations and through grant funding. Existing partnerships of DCIS schools will be extended where possible to DCIS at Fairmont. All students will be encouraged to participate each year in an optional supplemental program. These partnerships and programs include but are not exclusive of the following:

- DCIS partnership with the Rotary Club of Denver, which includes seven programming areas. One of these that is in existence now that will continue is a Junior Achievement activity of the DCIS Interact Club that is provided for Fairmont students.
- Harmony Project, a non-profit organization that supports DCIS in infusing the arts into core curriculum and instruction.
- Arts Street, another program supporting the arts in DCIS schools.
- Denver Kids, a mentoring program supported jointly by DPS and the Denver Rotary Club.
- YESS, a non-profit mentoring program that engages high school students as mentors and program leaders in developing emotional intelligence in younger students. This program will be particularly potent for the DCIS shared campuses in the Baker neighborhood.
- Earth Force, a non-profit organization that supports schools with service learning.
- Ritz-Carlton Community Footprints Program, a partnership which will include providing lessons in social development and civic responsibility.
- DCIS Foundation, a 501(c)3 organization that supports international and intercultural programming for students in the DCIS schools.
- Shades of Blue, a non-profit organization that facilitates students’ access to careers in the aerospace industry from as young as elementary school.
- Parent education program described in Section I, with the intention of extending opportunities for parents currently offered to parents of students in DCIS at Ford.

A key co-curricular aspect of the DCIS at Fairmont instructional program is service learning. Because of the “Take Action” component of the school’s global competency framework, all teachers will learn how to develop service learning components of their

curriculum. In addition, the school will have clubs that will include service clubs that can be developed in partnership with the DCIS service clubs, such as Interact Club and Students in Community Organizing.

Section IV: TEACHING

A. Teacher Coaching

The primary goals for teacher coaching are all related to supporting the teachers in effective instruction in the specific context of DCIS at Fairmont an international studies elementary school. In this light the coaching goals are expressed in their effect on teachers. These effects, however, dictate the skills which the coach needs to bring to the coaching role with the teachers in collaboration with the school principal.

The contexts for coaching at DCIS at Fairmont are initial training for teachers, ongoing professional development, one-on-one support, and teacher collaboration.

- Initial training: for new DCIS teachers the coaching will be a practicum-based follow-up of workshop sessions which present key areas of the school design and teacher's work within it. The coach supports the individual practice and projects of teachers that provide experiential learning for the principles and tools presented. Primary coaching goals are to see teachers develop practical application knowledge, predispositions, and skills in the following areas and tools:
 - ♦ Teacher's initial proficiency in understanding the design matrix and of their individual role within it; teachers' initial skill and understanding for fulfilling that role; and the initial level of readiness of each teacher to collaboratively draw on and manage the resources of all other roles both in the building and in the community.
 - ♦ Graduate Performance System for elementary school
 - ♦ Task development or modification from existing tasks in the Graduate Performance System framework
 - ♦ Faculty collaborative communication and teaming
 - ♦ Basics of backwards planning from
 - ♦ Standards/"I Can" statements from ELGS
 - ♦ The global competency domains
 - ♦ Discipline-based Graduate Performance System rubrics
- Day-long professional development and Wednesday sessions scheduled throughout the year
 - ♦ Ongoing honing support for the arenas presented in initial training/retreat/workshop sessions
 - ♦ Teachers' growing ability to target instruction from initial summative data provided from the previous year and formative data
 - ♦ Teachers' ability to monitor instruction with the practices and tools that support the school design
 - ♦ Teachers' ability to articulate their areas of strength to contribute collaboratively to other teachers' work (the coach helps to network these shared skills)
 - ♦ Teachers' ability to articulate areas of growth, especially in relation to the instructional needs of the students, and the teachers' ability to seek collaborative support from other people and resources
 - ♦ Teachers' ability to use effective protocols with other teachers in looking at student work, and how to develop insight for improved and redirected instruction

- Personal follow-up with teachers. The coach will support the growth and strategies of individual teachers through an inquiry approach through which the teacher can move towards targeting specific areas in which to be more effective. This one-on-one coaching differentiates professional development and can help an individual teacher to target specific instructional skills and student outcomes.

As with all practices in the school, coaching needs to be monitored and evaluated to know that it is having its desired effect. For coaching the basic criteria in assessing its potency will be centered on whether teaching is constantly improving, if teachers are having accountable talk around effective teaching, and, of course, if student achievement is accelerating. Steps to assess the effectiveness of coaching depend on an open, collaborative, and mutually supportive culture in the school where such practices can be considered without defensiveness. Such steps will include

- Feedback from teachers themselves
- Debriefing of teacher conversations in collaborative review of student work and associated teaching
- Observing and talking with students in their learning activities and advisement sessions
- Principal's conversations with teachers in the LEAP process
- Principal's conversations and debriefing with the coach her/himself
- In the healthiest and most mutually supportive faculty and coaching environment, open collaborative feedback in professional development sessions
- Simple surveys of teachers mid-semester that are specifically related to teachers' perspective on their own teaching effectiveness and their students' ongoing assessment results.

Several concurrent approaches to teacher coaching will be employed at DCIS at Fairmont. These will include coaching from the principal or designated by her/him, from feedback related to LEAP and Peer Observers, and from the ISSN coach. The principal will lead the way in keeping student performance goals as the guide for coaching targets. She/he will be responsible for keeping the international studies frameworks aligned with teachers' LEAP goals, and teachers' specific Student Growth Outcomes in determining how the overall coaching is conducted in the school in relation to professional development. The principal will provide personal feedback from conversations, observations, and related conferences with teachers, and will look for teachers' growth in targeted areas as a result of this individual work with teachers.

It will be essential to complement the principal and her/his supervisory role with coaching that is non-supervisory yet collaborative with that energy. To accomplish this DCIS at Fairmont will have an ISSN school coach that will support professional development and follow through individually with teachers. The ISSN coach will be an expert in the international studies frameworks and their application to pedagogy and global competency outcomes. As an example of the quality of coach ISSN provides, Marjorie Larner is a current ISSN coach for other DCIS schools that may be available to DCIS at Fairmont. Ms. Larner is coauthor of *Comprehension Going Forward* and author of *Pathways*, and has particular expertise in the use of protocols for professional development. In addition to her capacity as an ISSN coach, she also serves as Adjunct Faculty and Site Professor for University of

Colorado Denver Urban Teacher Education Program at DCIS downtown. She continues to work with educators across the country in literacy and developing collaborative learning communities. She is a former teacher, administrator, and staff developer with the Denver-based Public Education and Business Coalition. She is particularly effective being embedded in a school's culture where she can offer challenge and support in conversations and observations that happen naturally in the course of a regular school day.

One of the key characteristics of the collaborative culture to be developed in DCIS at Fairmont is the "open classroom" in which it will be common for adults to come in and out for a variety of observation purposes. The instruction process will be exceedingly transparent, and teachers will be provided with coaching that will help them have confidence in this openness, and will help them to acculturate the students to the frequent adult visits. In this light there will be frequent visits to every classroom from parents, the principal, the International Studies Coordinator, LEAP observers, the school's Instructional Superintendent and other DPS personnel, fellow teachers, the ISSN coach, school partners and other community members, and the DPS consultant for DCIS schools. This open classroom transparency will be a part of young students' developing poise and articulation skills with adults, and will support the intention of visible quality teaching that strengthens teachers' motivation for continuous improvement. So there will be an ongoing broad informal process of frequent classroom observations.

However, formal observations will be structured as well, cornerstoned by the principal's biweekly informal observations and quick feedback, and the formal observations associated with teachers' appraisals. In addition, Peer Observers will be in each classroom twice each year, and teachers will provide feedback from those observations and have the opportunity to discuss the feedback with them.

The schedule for the ISSN coach will be determined by a combination of the principal's requests to work with specific teachers, teacher requests for support, and the specific coaching targets that are set up between each teacher and the coach. Another factor in the coaching schedule is the number of coaching days that can be negotiated with ISSN within the network's contract with the coach.

Strategies from an eclectic collection of resources in the literature will be employed as the coaching process is developed collaboratively among the principal, the ISSN school coach, the Fairmont Instructional Superintendent, and fellow teachers. The variety of resources for these strategies to be applied are exemplified by the literature on instructional rounds, teaching and learning labs and other materials that come from the extensive work of PEBC, and the excellent coaching-relevant works of practitioners and authors such as Harvey and Goudvis, Lerner, Tovani, and Meier.

B. Teacher Evaluation

Individual employee goals will first be established through district structures. Data from the previous years' CSAP/TCAP results that pertain to teacher's individual students will

be the starting point. Student Growth Objectives will channel teachers' goal setting from this data to specific measures that will be dedicated to student achievement improvement. 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.

These goals, however, will 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.

The LEAP procedures will be followed for evaluating teachers. The evaluation of teacher pedagogy related to the international studies frameworks will be imbedded in this process, and will be supported by the transparency of student demonstrations of learning. Every professional development session will include celebrations of teacher successes. Teachers will make mini-presentations of their successes in specific relation to their personal goals at these sessions on a rotating basis, supported by specific artifacts and/or other data. These celebrations will promote teacher sharing and collaboration in instructional improvement, especially in the context of students' learning as it relates to their developing proficiencies in global competency.

DPS procedures for evaluating non-teaching staff will be followed.

The principal and Peer Observers will be involved in the formal evaluation process, and each related observation will be accompanied by feedback to the teacher being evaluated. The process will be ongoing throughout each school year so that the teacher has a bearing on her/his progress related to the professional and student achievement goals established at the beginning of the year.

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.

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.

The principal will follow district and DCTA policies and practices in dealing with unsatisfactory teacher performance.

The district performance management system will provide achievement data that across the board and on a continuous basis will be used to evaluate progress of the school and of individual teachers. A data team consisting of representatives from administration, faculty, and support staff will look at school data that includes TCAP scores, CELA scores, Interim scores, DRA/EDL scores, STAR reading data, and other available assessments to support improvement of school strategies for student achievement. These strategies will inform continued targets in professional development as well as coaching. Teachers will also be responsible for tracking individual student progress through Infinite Campus and Teacher Portal, continually identifying and monitoring students of concern. . Teacher-collected data will include formal/informal observation, curriculum assessments, conversation, class participation and any other method of data collection used regularly in their class.

Teacher teams will have regular meetings to discuss student achievement, share interventions and teaching methods, and develop strategies to improve achievement as a whole grade and with students not making adequate academic progress. Teams will report out to the data team who will be responsible for collating data for grade levels/content areas in a usable format. Teams decide if and when students need to be presented to the School Intervention Team (SIT) for further analysis and intervention plan.

The SIT consists of teacher representatives and support staff and will meet weekly. During these meetings the SIT recommends whether a student needs a more intense intervention than the current strategy used. Evaluation for more intense interventions is based on data supplied from the teacher team. Support staff and intervention teachers are charged with monitoring how well a student is progressing with the new intervention, and they present follow-up data on student progress in subsequent meetings.

C. Professional Development

- **Initial Structures During Development Year**

Professional development for the school's leadership specific to the international studies focus will receive strong initial support as well as ongoing support from ISSN and the Asia Society as a direct benefit of the association DCIS at Fairmont will have with that network. In the school's development year this will include the facilitated sharing of start-up professional development plans that have been successfully used by other ISSN schools in their development years; coaching for the principal and design team; two school leaders' seminars held at existing ISSN schools, and a summer institute for the selected faculty to meet with other ISSN faculties in New York. In these seminars and the summer institute the new leaders and faculty learn from their counterparts at other ISSN schools about strategies, practices, and effective approaches to develop and improve their schools, especially in terms of embedding the international studies focus in to academic achievement.

In addition, the new school design team will meet on a regular basis during the development year to prioritize and plan professional development of new staff to be selected mid-year, 2012-2013. The selected faculty members for the new school will meet for a retreat in April prior to opening the school for team-building, initial

orientation to the guiding documents for DCIS at Fairmont, and directions for preparing for the summer faculty workshop prior to opening the school. This will be followed by a retreat in June and another just before the opening of school in August to provide time and guidance for the faculty in coordinating their personal preparation for their assigned classes with the school design.

- **Ongoing Structures and Opportunities**

The following structures and opportunities will be in place in an ongoing basis after the school opens:

- ♦ **International Studies Schools Network (ISSN):** Through the school's membership in this national network faculty and administrators will be involved in a variety of professional development activities, including additional national seminars and institutes and subject-based workshops. Also as a member school of ISSN, DCIS at Fairmont will benefit from having a school coach as a part of the start-up agreement. This coach will work with the SLT, teachers, and principal to create these opportunities for teachers to complement the school's professional and school development plan. These opportunities will include Learning and Teaching Labs and individual professional development to support school development. These opportunities can be designed as Professional Development Units for ProComp.
- ♦ **Designated school professional development times:** The schedule and leadership for these sessions in the first year of operation will be planned and facilitated by the SLT, principal, and ISSN school coach based on the outcomes of the first summer retreat. The plan will be adjusted as necessary in the course of the first year as teacher adjustment, initiative, and participation in the school's development is assessed throughout the year. The plan will also be adjusted to align with the interim assessment process and adjusted during the year to address areas of need that are identified through the progress monitoring activities described above in Section III, C.

The Advisement Program will be a key arena in which the school's cultural relevancy with the students is developed. The professional development plan will be adjusted as necessary to support teacher strength in conducting effective advisement throughout the day and focused in the morning meeting. This element of professional development must particularly be included early on in each year to address cultural competency necessary to effectively serve linguistically and culturally diverse students. The model being developed by the Denver Foundation in developing intentional school culture will be employed, first as an assessment tool which in turn will identify the foci necessary in this regard. See the discussions in Section I, C and D, on the intentional school culture development for the school.

Overall key emphases of professional development, two or three at the most, and a year-long schedule of sessions, will be developed by the end of the first summer retreat. Examples include internationalizing curriculum and instruction, advisement development and facilitation, teacher Rtl portfolios and scaffolding for performance tasks. Teachers will have a half hour every morning for planning, and

- the school's daily schedule will be adjusted to accommodate an early release every Wednesday for professional development and common planning time. Dedicated full day sessions for non-student contact professional development are scheduled throughout the year; see Appendix L for a breakdown of these days.
- ♦ **CU Denver/BPS partnership:** In partnership with the University of Colorado at Denver and the British Primary School Alternative Licensure Program, DCIS at Fairmont will be able to intensify its professional development through opportunities for teacher release, accountable talk among teachers and teacher interns, and participation in special professional development opportunities. The work with the interns will be woven into the school's professional development plan. A similar program in partnership with CU Denver is currently in place at DCIS, and the results of this program are very strong. Teacher investment in "learning what they teach" to teacher candidates assigned to them is powerful. The arrangement is very different from a traditional student teacher model, because the DCIS cooperating teachers have a very clear responsibility to nurture the teacher candidates, and are guided in doing so by the Site Coordinator and Site Professor.
 - ♦ **Retreats:** The faculty will determine the focus and design of the second summer retreat based on needs and awareness of their own learning and skill development related to the school design during the first year of the school's implementation. The faculty will make these decisions in April and May of 2014 and succeeding years, and teacher leaders will be responsible for facilitating the retreat. Teacher leaders from DCIS will play a key role in facilitating and implementing the first retreat. Faculties from both DCIS schools will participate in parts of each retreat.

- **Implementation Plan**

Faculty will be selected with clear reference to the guiding documents and the candidates' related experience, skills and commitment to them. With a common belief and motivation, they will be engaged in a collaborative process to plan the implementation of the guiding documents through collaborative identification of needs, complemented by observations and consultation by the DCIS schools director, school principal and design team. Initial faculty workshops in the development year will focus on team-building around the school's mission and vision, and then charging the faculty to create the definitions and structures at both school and individual classroom level consistent with the guiding documents.

Criteria for determining the effectiveness of the professional development program will mirror that for the coaching effectiveness, described above in subsection A, Teacher Coaching.

D. Teacher Recruitment, Hiring, and Retention

Staffing for the new school's first year will happen in two stages. First, early in the spring semester prior to the opening of the school in 2013 current faculty members of Fairmont will have the opportunity to apply for positions in the Performance School to open

in August of that year. Second, the remaining positions will be filled during February and March of 2014. In order for the school to start and build towards its specific intended character and mission for its students on a firm basis it will be essential that DCIS at Fairmont not have any direct placements (refer to Appendix D where this waiver request is made). All new teachers to the school must be qualified by the criteria in the posting, and, perhaps more importantly, must be motivated by the vision and mission of the school. See Appendix G for a sample teacher's job description and the criteria that a fully qualified candidate should meet. With the ability to hire from within or outside the school district DCIS at Fairmont will attract excellent matches both locally from DCIS's reputation, through other local and regional internationally related educational institutions, and from throughout the country through DCIS's own network as well as the ISSN network. The success of the current DCIS is due largely to its initial hiring; an outstanding core of excellent, highly motivated teachers who were passionate about the DCIS mission and had all been touched by profound international experiences laid the groundwork for the school culture and the enthusiasm for the school's purposes for its students.

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 the networks described above 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 all existing faculty. In the case of DCIS at Fairmont for its first year these materials will be distributed to the design team. 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.
- Candidates will arrive thirty minutes early for their interviews. When they arrive they will be given a packet that includes the DCIS at Fairmont mission statement, a list of pre-interview questions to answer in writing, and a list of the questions that will be discussed in the interview.
- The interview for the committee will include all interactions with the candidates from the moment they are greeted by the secretaries in the main office to the time the candidates leave the building and interact with students on the way out. Sometimes the interactions outside the formal conversations of the interview are the most important in selecting candidates.
- For each candidate, every interview team member will complete a scoring guide that lists desired qualifications the questions attempt to elicit from the candidate.
- 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.

DCIS has had a remarkably stable faculty, so has had a great experience in retaining its diverse faculty and staff. This experience points to a set of essential characteristics of the work environment for teachers and staff members for DCIS at Fairmont:

- Collaborative investment in school development and decisions that are directed by the school vision and guiding documents
- Intense and consistent development of teamwork across grades and disciplines
- Care to clarify, renew, and nourish the same core values and norms of practice and interactions among the faculty as those desired of the school's students
- Celebration of both individual teacher and collective faculty successes on a regular basis
- Continual focus on the unique vision and mission of the school and everyone's part in fulfilling them
- Inclusiveness in providing both local, national, and international leadership opportunities related to professional development and connections

- Identification of the faculty with the larger enterprise of precollegiate international education nationally and throughout the world through our school partners, ISSN, exchange organizations, and international school partners
- Supportive administration that knows the faculty is capable of the work, and is responsive to faculty concerns and feedback.

One of the most important elements of staffing is the selection, retention, and appropriate succession of a highly qualified principal who is a superior fit for DCIS at Fairmont, and who can also contribute to the diversity of the school. The above strategies for targeted recruiting are important for principal placement. Particularly the potential for selecting future leadership through the association with ISSN schools, each of which has a vision, mission, and design framework in common with the DCIS schools, presents outstanding promise for sustainability of the DCIS vision and achievement.

Section V: FINANCE

Budget and Policy Narrative

In addition to what DPS traditionally funds, the attached budget includes funds for the following:

- In the “zero” (planning) year, funds for the following items are included:
 - ♦ One FTE for an International Studies coordinator, a key individual that will serve as a part of the collaborative leadership team to assist the principal in developing the international studies design framework for the school, developing scaffolding and a strategic implementation plan for integrating the international studies tools for teachers into the fabric of instruction, and serve under the principal as the school’s key liaison to ISSN.
 - ♦ ISSN association costs
 - ♦ Copying and printing of promotional and communication materials and a website upgrade for providing effective communication to the community about the school’s transformation.
 - ♦ Teacher extra pay for a new faculty workshop in June prior to Year 1.
 - ♦ A new computer lab for the school.
 - ♦ Participation of additional faculty members at the ISSN Summer Institute in Brooklyn above the allowance provided through the ISSN association funding above.
 - ♦ Consultant services for the completion of a Walton Innovation Grant application, for which funding was added in the additional revenue section of the attached budget.
 - ♦ Parent engagement activities that will support the communication and involvement of parents in the planning year.
- In the succeeding years, funds for the following items are included:
 - ♦ Continued association in the national international studies school network (ISSN) and its concomitant professional development, international studies school development support, school site reviews, ShowEvidence platform support, etc.
 - ♦ A Chinese world language and art teacher through the Confucius Institute based on the Community College of Denver Campus.
 - ♦ Purchased services from several local non-profit organizations to support students’ emotional intelligence development, mentor-mentee relationships across the two DCIS campuses, international art instructional support infused throughout the school, support of world language instruction, and support of infused service learning.
 - ♦ Teacher extra pay for annual June workshops to continue developing both teacher skill for elementary school international studies instruction, integration of curriculum and instruction with the international studies tools and specific planning for the following year, and development of the following year’s professional development plan in accordance with the Unified Improvement Plan for DCIS at Fairmont.
 - ♦ Interns through the British Primary Alternative Licensure Program, in cooperation with the University of Colorado at Denver.

The school budget is dedication to supporting students in the context of the school mission, which 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. Through backwards planning from the graduation goal for every student in DCIS at Fairmont, the vision of the school is to prepare every student with superior preparation for the middle years in DCIS on the way to graduation, and the education plan is to serve a diverse student body comprised of both neighborhood students and students who choose to enroll in the school with the highest level of instruction and support contextualized in developing global competence. The basic resources allocated to the school through Student-Based Budgeting provide the customary instructional, equipment, and material support for student learning. But all of the special items noted above are specifically dedicated to intensifying students learning experiences related to the school's mission, vision, and education program, either in providing direct additional experiences for the students that support and deepen their learning, or indirectly through developing the highest quality instruction through a teaching corps that is constantly improving in relation to the school's purposes.

The additional experiences provided for students will be generated by the person filling the role of International Studies Coordinator. He/she will develop and nurture partnerships with community businesses, non-profit organizations, and individuals who can work with students both in the classroom and beyond through anytime/anywhere learning in international or intercultural experiences. These will include additional experiences and learning through infused art, world languages, and service learning. The Coordinator will assist teachers in grounding these student opportunities in curriculum and standards as well as the four domains of global leadership described earlier in this proposal so that students' experiential learning is synergistic with classroom learning. The Coordinator will support student leadership opportunities for the students, and create opportunities for the students to interact with the secondary students at DCIS so that the ECE-twelfth grade continuum provides a constant reference in the students' minds as they grow in their knowledge and aspirations for higher learning. He/she will also connect Fairmont children with students at the DCIS schools in Montbello, and also with students in other ISSN elementary schools, so that they know they are a part of something that goes beyond the walls of Fairmont.

The support for teachers is intentionally dense, particularly in the beginning as teachers are becoming oriented to the school design and associated tools. Through school-specific professional development as well as through opportunities for growth on the national network level, teachers will know their work is both urgent and powerful as they elevate their work to change school and community culture, establish DCIS at Fairmont as a jewel of learning in the neighborhood, and see their students grow as internationalists with limitless opportunities in their future.

One of the two office staff members will be assigned to the bookkeeping duties, and, if not already so qualified, will become certified in all financial tracking and management systems required by the district. The principal will meet regularly with this

bookkeeper to review expenditures in light of budget revenues to make sure spending is in line. Support from district budget office will be requested as needed when any issues arise that present difficulties beyond the abilities of the office staff and principal to solve them. Several meetings with the school budget partner will be scheduled each year to make sure spending is on track and planning for the future is adequate.

APPENDICES

Appendix A: Letter of Intent

Appendix B: School Facility Questionnaire

Appendix F: Evidence of Support

Appendix G: Job Descriptions

Appendix I: School Organization Chart

Appendix J: Staff Roster

Appendix K: Course Scope and Sequence for One Grade in Each School Level

Appendix L: School Calendar & School Day Schedule

!"#\$%&'(!)(*#++#,(-./\$+\$\$(

!"#\$%&'(!)*#++#,(-./01%2#&&%3)*4#5'+*)67&%,*(#8'(%('"/++8'%*+%98"*&%:'+)6%7,5%
0,,*47(#*,%#%,',4')%<=>%98"*&.\$%')?7)5#,?%7,%733W,(@\$%#,'(,#*,%(*\$=>6#(%7%, '2%\$8"*&%
3)*3*\$7&%+*)%('"%ABCDEABCF%\$8"*&%G'7)%8G8&'H%

!"#\$%&'()*+,%(&.\$-)#.#&,#/\$%&,\$"#012\$%.\$&(&34%&/%&56%

!76'%*+%<)*3*\$'5% 98"*&J%	;'4')%K',(')%+*)%0,('),7(#*,7&%9(=5#'\$%7(%L7#)6*,(%-;K09%7(%L7#)6*,(1%
!G3'%*+%98"*&J%	K"7)(')%█%<'+*)67,8!'0%
M)75'%K*,+#?=)7(#*,J%	NKN%(')*=?%M)75%'O%
P*5'&%*)%L*8=\$J%	;K09%7(%L7#)6*,(%2#&&%>'>7\$'5%*,%('"%5'\$#?,%*+('%;,'4')%K',(')%+*)%0,('),7(#*,7&%9(=5#'\$%-;K091%7,5%('"%5'\$#?,%67()#Q%*+('%0,('),7(#*,7&%9(=5#'\$%98"*&.\$%')'(2*)RH%
<#67)G%K*,(78(%<')\$*,J%	0)',%S*)57,T%<#8#37&T%L7#)6*,(%
<"*,'J%	UABEFAFEUVAC%
N67#&J%	0)','WX*)57,Y53\$RCAH*)?%
:?'#*,J%	9*=("2'\$(%
<)*3*\$'5%.'75)%-#+% R,*2,1J%	K7,5#57('(%>'%)'8*66',5'5%+)*6%8=))',(%\$'7)8"%>#',?% 8*,5=8('5%#,%;<9H%
:3W(#*,J%	Z'\$%0(%%I*%█%
K*,)78(%2#('"%N9<[NP/J%	Z'\$%█%I*%█%

1\$, -223#\$(4, -5#6+&-\$7)7)(8%/#\$+//%,%(&+9\$)(:.\$+&/\$;(9<*&.\$%'\$&#;#..+)=6%

89!:1(	;=<=>?=@(	;=<=@?=A(	;=<=A?=B(	;=<=B?=C(	;=<=C?=D(
A(	OB%	VB%	VB%	VB%	VB%
@(	OB%	VB%	VB%	VB%	VB%
>(	OB%	VB%	VB%	VB%	VB%
;(	OB%	UO%	UO%	UO%	UO%
=(	OB%	UO%	UO%	UO%	UO%
E(	OB%	UO%	UO%	UO%	UO%
1F1(	OB%	VB%	VB%	VB%	VB%
G-+H2(I(7+J%#\$(7(	DOB%	FVO%	FVO%	FVO%	FVO%

%

(	K9*(L(	M41:(L(	1***(L(
<)*3*\$'5%,'6*?)73"#8\$%	\B]%	CO]%	OB]%

%

<p>P#\$\$#*,%*+%98"***&J%</p>	<p>!""%;',4')%K',(')%+*)%0,('),7(#*,7&%9(=5#'\$%3)'37)'\$%\$(=5',(\$%+*)%8*&&'?'%>G%5'4'&*3#,?%6=&(#&#,?=7&T%#,'')8=&(=)7&&G%8*63'('),(%8#(#^',,\$%2"*%7)'%78(#4'&G%#4*4'5%#,%*%)7)3#5&G%8'7,?#,%2*)&5H%</p>
<p><)*4#5'7%>#'+% *4')4#2%*+%('"% '5=87(#*,%3)*?)76%*+% ('"%3)*3*\$'5%\$8"***&J%</p>	<p>!""%;',4')%K',(')%+*)%0,('),7(#*,7&%9(=5#'\$%-;K091%7(%L7#)6*,(%2#&&%>'%5'4'&*3'5%7\$%7,%'&'6',(7)G%8763=\$%+*%);',4')%K',(')%+*)%0,('),7(#*,7&%9(=5#'\$H%#!""%8=))',(%;K09%\$')4'\$%?)75'\$%VECA%7,5%+*8=\$'\$%*,%#,\$()=8(#*,%7,5%\$(=5',(%733&#87(#*,%\$%+*%&'7),#,%?7,5%\$')4#8'#,%#,'),7(#*,7&%7,5%#,'')8=&(=)7&%7++7#)\$%7,5%2*)&5%&7,?=7?'\$H%%;K09%7(%L7#)6*,(%2#&&%3)'37)'#(\$%\$(=5',(\$%#,%("#\$%+*8=\$%(")*=?"%7%8=))#8=&=6%("7(%#'\$5'4'&*36',(7&&G%733)*3)#7(')+*%('"%&'6',(7)G%\$8"***&%&'4'&\$T%7,5%3&7,,5%>78R27)5\$%+)*6%('"%3*\$'(E\$'8*,57)G%)'75#,'\$\$%?*7&\$%*+%>*('"%;<9%7,5%('"%\$3'8#+#8%?&*7&%8*63'('),8G%?*7&\$%*+%K09H%#N),*&&6',(%5#4')\$#(G%?*7&\$%2#&&%#,'),(#*,7&G%\$=33*)(%#,'),7(#*,7&[%#,'')8=&(=)7&%&'7),#,%?H%#!""\$8"***&'5'4'&*36',(%2#&&%5)72%*,%\$=88'\$+\$=&%,7(#*,7&%6*5'&\$%#8&=5'5%#,%('"%0,('),7(#*,7&%9(=5#'\$%98"***&\$%!(2*)R%(*%2"#8"%;K09%>'&*,?H%#!""\$8"***&%2#&&%755)'\$\$(("%;<9%3)#*(G%*+%,'2%#?'E3')+)*6#,%?#6#55&'%\$8"***&\$%#%('"%&*,?%(')6%>G%\$=33*)(#,%?#?'")%78"#'4'6',(%#,%('"%;K09%6#55&'%?)75'\$%(")*=?"%#,'(',\$'3)'37)7(#*,%#,%("#\$%,2%&'6',(7)G%\$8"***&%\$3'8#+#87&&G%7)?('5%+*)%7)(#8=&7(#*,%2#('"%;K09%6#55&'%)?75'\$H%#!"")%2#&&%>%7%8*%&&7>*7(#4'%&'75')\$"#3%('76%>'(2',%K09%7,5%;K09%7(%L7#)6*,(_%7\$%7%)'\$=&(%*+%2*)R#,%?(*?'(")%2#('"%;K09%("L7#)6*,(%+78=&(G%2#&&%(7R')\$3*,\$#>#&#(GT%788*=(7>#&#(GT%7,5%('"%8*,\$`='8'\$%*+%#(\$%2*)R%#,%('"%&'6',(7)G%?)75'\$%#,%3)'37)#,%?('"%\$(=5',(\$%+*)%);K09@%\$6#55&'%)75'\$H%#!""%?*7&%#\$(%8)'7(%7%8&'7)%8*,(#==6%*+%&'7),#,%?%+*%);K09%\$(=5',(\$%(")*=?"*=((")#%(")#(%G'7)\$%7\$%'Q3)'\$\$'5%#,%('"%6#\$\$#*,%\$(7('6',(%7>*4'2#(")*=?(")(7=67(#8%)(7,\$#(#*,,\$%>'(2',%\$'37)7('%'&'6',(7)GT%6#55&%7,5%#?'%\$8"***&\$H%#!"#%8*,(#=#(G%#,%;K09%2#&&%>%7%3*2'+=&%*33*)(#=#(G%+*)#(\$%\$(=5',(\$%7,5%2#&&%&',7>&'%('"%6%(*%78"#'4'%&'4'&\$%*+%#,'),7(#*,7&%7,5%#,'')8=&(=)7&%8*63'('),8%("7(%2#&&%>'%)=&G%7\$(*=,5#,%?H%#!""'8*',*6#8%7,5%&?*#\$(#8%7547,(7?'\$%*+%\$'7)'5%)'\$*=)8'\$%+*%)(("2"*&'%\$8"***&%8*63&'QT%\$=8"7\$%)(7,\$3*)(7(#*,%7,5%&7,?=7?'(78"')\$T%7)'%#63*)(7,(%755#(#*,7&%+78(*)\$%("7(%2#&&=\$=33*)(("5'4'&*36',(%*+%);K09%7(%L7#)6*,(H% L7#)6*,(%N&'6',(7)G%98"***&%+)#(\$%'Q3)'\$'\$5%#,'(')\$%#,%("#\$%3&7,%#,%ABB\H%#9#8'("7(%(#6'\$4')7&%8*66=#(G%6'(#,\$%'74%'>',%'"&5T%7,5%('"%98"***&%.75')\$"#3%!'76\$%+)*6%>*('"%\$8"***&\$%6'(%('?)(")%(*%8*,\$#5')%"*2%("'\$%3&7,%6#?'"(%>'5'4'&*3'5H%#;=#),?%("#\$%G'7)%8*,4')\$7(#*,,\$%7>*=(("'\$%3&7,%'74%'>',%8*,5=8('5%2#('"%('"%L7#)6*,(%('78"')\$%7,5%#,'(')\$%(%+*)%('"%4#\$\$#*,%7\$%?)*2,%76%*,?%('"%6H%#a,'(=#\$7\$(#8%('78"')%3)*3*\$7&%754#\$\$)G%('76%')3)'\$',(#,%?%+78=&(#'\$%+)*6%>*('"%\$8"***&\$%7\$%7&)'75G%>',%78(#4'T%'4')7&#</p>

	<p>\$=33*)(#4%8*66=#(G%6''(#,?\$%"74'%>','%'&5T%7,5%*('')% 8*66=#(G%6''(#,?\$%+*)%7%47)#'(G%*+%('"%\$8***&\$@%8*,\$(='8#'\$%7)'% 3&7,,5H%</p>
--	--

\$

%

%

%

Appendix B: School Facility Questionnaire

School Name:	DCIS at Fairmont				
Primary Contact for Facility Planning: Irene Jordan					
Telephone:	(720) 424-7620		Email:	irene_jordan@dpsk12.org	
School Type: <input checked="" type="checkbox"/> Performance School <input type="checkbox"/> Charter School					
Grade levels and student enrollment estimates for the first five years:					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grades	ECE - 5	ECE - 5	ECE - 5	ECE - 5	ECE - 5
Enrollment	380	440	470	485	495
Region: Northwest					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners:					
<p>This Performance School proposal is being submitted specifically for application to Fairmont School only. All of the school instructional design proposed will work with the existing Fairmont school facility that currently exists, with the exception of the items listed in the last part of this appendix.</p>					
Are you interested in investigating the possibility of occupying a district-owned facility?					
<input checked="" type="checkbox"/> Yes (Fairmont) <input type="checkbox"/> No					

Core Classroom Requirements Years 1-3:

Baseline assumption for number of students per classroom: _____

Year 1	Year 2	Year 3
DCIS at Fairmont will use the Fairmont building to capacity right from its start in 2013-2014.		

Administrative/Support Spaces		
Main Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

If yes, list number of private offices needed (e.g., principal, AP, etc.):	5	
Satellite Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Work Room/Copy Room	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of teacher work/planning rooms needed:	2	

Specialty Classroom Needs		
Number of Science Labs:	1	
Number of art rooms (with or without kiln): Move kilns from DCIS 6-12	1	
Number of computer labs: One is floating; one more fixed lab is needed in addition to the existing fixed lab.	3	
Library Media Center (LMC)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Auditorium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number): ECE Star qualified	3	

Physical Education/Athletic Requirements		
Gymnasium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Locker Rooms	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Field(s) * soccer, football, multipurpose	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Softball Field	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other (please list): One field could be multipurpose.		

Other Needs		
Playground(s): The playgrounds and field need to be renovated. The field needs to be conditioned for physical education, international games and competitions, and joint events with students from DCIS 6-12.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Spaces not addressed and/or special considerations:

The following modifications and improvements are requested for DCIS at Fairmont
†ŠĀ† ĚŽŸ† đĠāzšđĠ šŸĐđĠĂĚĠ ĘĂĚĠŽŽŵ ĘĐĀĐĠ Žđ Ž†ŠĠđđ đĂŭŽđ Ę†đzĐ†zđĂŭ ĐŠĀŸÓĠĚ

External signage:

- ☒ Edž†ĠđŸĂŭ ĘŠÓŸĂÓĠ †ŠĀ† đĠŸĂŵĠĚ †ŠĠ ĘĐŠŽŽ†ĐĠŸ†ĠĠ đĠŸ†Ġđđ †Žđ /Ÿ†ĠđŸĂ†šŽŸĂŭ ††zĚšĠĚ Ā† &ĂšđŵŽŸ††ŠĀ† šŸĐđzĚĠĚ †ŠĠ DC/^ ĺŽÓŽ
- ☒ A remotely controlled LED marquee for communicating events and information to the community

Internal signage:

- ☒ Identification graphics for each named room in the building (e.g. lunchroom, main Ž††šĐĠ ĀzĚš†žđšzŵŸ Ġ†Đđ šŸ ĘŸŌŭšĚŠ ĐđzĚ Ăŭŭ †ŠĠ Ž†ŠĠđđ DC/^ ĘĐŠŽŽ†đĚ ĺĂŸÓzĂÓĠĚ (Spanish, French, Italian Chinese, Japanese, Korean, Arabic, and Lakota and/or Navajo
- ☒ đĠ_>CD đŸŽŸš†žđ Žz†ĚšĚĠĠ †ŠĠ đĂšŸ Ž††šĐĠ †ž đžĚ† ĂŸŸžzŸđĠđĠŸ†Ě Ę†zĚĠŸ† progress, student goals, celebrations, etc.

Auditorium sound system for special student presentations of learning, student-led all-school meetings, Model United Nations events, learning activities and related projects, World History Day, parent meetings, special community events, etc.

Simultaneous translation equipment

%

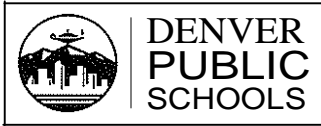
!""#\$%&'(K)((*#++#,7(-.(MJ""-,+(

%

%

!""%+*&&*2#,%&'(')\$%7)'%3)'\$',('5%(*%5'6*,\$(7('8"*&%7,5%8*66=#(G%\$=33*)(%+*)%("#\$%3)*3*\$7&H%

%



Discover the World of Opportunity

Fairmont ECE-8 School

520 W. 3rd Avenue
Denver, CO 80223

March 28, 2012

Dear Selection Committee and Denver School Board of Education:

The purpose of this letter is to endorse the proposal being submitted by Fairmont ECE-8 to become DCIS at Fairmont, a feeder elementary school to the Denver Center for International Studies at 6th Avenue.

The Fairmont and DCIS partnership is an exciting venture that will benefit the two schools, the Baker Community, and the Denver Public Schools. Fairmont has been making steady yearly progress on the State Assessments and the achievement this ECE to 12th Grade continuum with bring a strong academic focus to Fairmont, something the teachers and parents' desire for their students.

This educational opportunity will help Fairmont and the present DCIS become the heart of the Baker community. Many perspective students in the neighborhood are not attending the school. The DCIS plan will provide a more rigorous curriculum that will attract these families.

As more families in the neighborhood hear about the DCIS plan their excitement and interest in Fairmont has increased. Present Fairmont families are supportive and anxious to move the school plan forward. The community is excited to live the solution to creating a neighborhood school that meets the needs of their diverse and growing community.

The dedication of the teachers at Fairmont and their enthusiasm for this opportunity, along with the partnership they have formed with the DCIS at 6th Avenue teachers, will ensure a very successful program. I urge you to approve this proposal that will increase the number of quality schools in Denver's portfolio of schools.

Sincerely,

Interim, Principal 2011-2012



Discover a World of Opportunity™

Fairmont ECE-8 School
520 W. 3rd Avenue
Denver, CO 80223

April 2, 2012

Fairmont Collaborative School Committee (CSC)

Dear Selection Committee and Board of Education:

The purpose of this letter is to support the proposal for Fairmont ECE-8 to become a feeder elementary school to DCIS (Denver Center for International Studies) at 6th Avenue.

We, the members of the Collaborative School Committee (CSC) are a school committee comprised of community members, parents and a variety of staff members and administration that makes school-wide decisions. We have voted in favor of this proposal and believe that it will enhance educational opportunities and achievement for our students, as well as work to unite the Baker neighborhood by providing a strong educational core.

As a group, we are dedicated to the Baker Neighborhood and to strengthening the educational opportunities for the children in the neighborhood and our school. The DCIS at Fairmont proposal will enhance the academic achievement and experiences for our current and future students, beginning with a strong Early Childhood Education program at Fairmont continuing through the middle and high school program at DCIS.

We urge you to accept this proposal for the greater good of our community and our students.

Sincerely,

Name

Signature

ESC Member

Maureen Blau

M CJ.J

llif>roomf-eo.c.he-r

Katie Reed

Katie Reed

teacho:

Marie Mortini

Marie Mortini

Stephanie Walker

Stephanie Walker

-teacW.r

Ed Shackelford

Ed Shackelford

Lo...IA.}'(

Susan Dunbar

Susan Dunbar

ttP

Jennifer Baker

Jennifer Baker

. (P.TA. Pta:)

Alejandra Chetiv

Alejandra Chetiv

Qo./AJA {PtA.)

Malachi ZUS

Malachi ZUS

ll sc)

Irene Jordan

Irene Jordan

T...ct... .ex



Fairmont ECE-8 School
 520 W. 3rd Avenue
 Denver, CO 80223

Dear Selection Committee and Board of Education,

We, the undersigned teachers and staff at Fairmont, are excited about the opportunity of becoming an ECE-5th campus for the Denver Center for International Studies. As you know, DCIS has been graduating creative, globally-aware problem-solvers for more than 25 years! Their mission is to "prepare students for college by developing multilingual, inter-culturally competent citizens who are actively involved in our rapidly changing world."

Six years ago DCIS expanded to include middle school, and for the past four years Fairmont and DCIS have engaged in discussions about expanding the DCIS vision to the elementary level. Our goal is to create a clear continuum of learning for DCIS students throughout their thirteen years as expressed in the mission statement above without the sometimes traumatic transitions between separate elementary, middle, and high schools. This continuity in DCIS would provide a powerful opportunity for students, enabling them to achieve astounding levels of international and intercultural competence.

With the approval of our Performance Plan for 2013-14 school year, DCIS and Fairmont could help to lead the way nationally in combining the 21st century skills inherent in the DCIS model with the DPS curriculum and Common Core Standards. We are confident that this exciting model would attract more students from the Baker neighborhood and that our school would flourish, reflecting the diversity and values of the program itself.

If it would be helpful to you, representatives from our school would be happy to meet with you to share our enthusiasm for creating DCIS at Fairmont. We hope that we can count on your support when the proposal comes before the board on June 7.

Sincerely,

Name

Lea Manfili

o. 'b\o..v.

And&& Glanvi JIG

¥JjAAVII.J1 \@ Ax'

fl'kf,ggrei Flores

JOse.ph. b: '!... -.

Continued on next page.

Signature

Karla Ramirez Miller

Maura Blau

Andrea J...

Styris...

Margaret Flores

Je...

Position

feae-h r

teC>-<...|-e,r-

te,ru:JJ&r

**- dv..v*

&m.-profess:dlo.l

pn:;f rr: ft'Ss-d..✓

Fairmont Faculty & Staff-page 2

Name	Signature	Position
jg.NMi f'/£.tbK /:'('}{l.lt 'b		frr 'l fe''' c-it&e- ckrt-
Llz.zille e.:z.	Jizette Jorkez	5e.£x£;\oy
Mo-ni.. {Nak:hft-1.:	Mari Martis	fb.,-an± Pn'Mif"/
:)w:ao DMb tr		Pr'l'IC:f''' JIG'c
:t?re."... ":!o..do.....	Irene Marting Jordan	a k W w
d fQ;t.	Bari Fox	/bl- A'v':ty ¥
Saca. 6\| Q	Sam Gough	1?vuv
'Jd.;a e t - /))IM"Y.N.-O v u. p		-f-eac.hec
J<oJi Reed	Katie Reed	8P£D +rocher
JoaVJna EJ-Tb		SPSJ) ...Jeo.che--
!/:lbextn.e. HoeweJey	Kelle Hoeweler	j}<P--
Dayana Juarez	Dayana Juarez	ol'?--
	Kristine Friesen	f££. le @ (
Cassa Ketter	Cass A	£c.e r
Amelia Martinez	Amelia M.J.	O-v-
Kristen Pihlaja	Kate Pihlaja	'ECE <f cz
Johanna Honma		Is. t +-co.c.\tter-
Kaitlin Gorman	Katha Lamm	
Theresa Berkeley	Theresa W Berkeley	S/L Pa.fhD!ogts-t-
Betsy Crappell	Bcrappell	Vf & PaXVtdnC
Jenni Scobey	Jenni Scobey	} 'rri. ' | fAt;7
David Shindoll	D Shindoll	(' ""1, - " };-
Monica Franco-Arroyo		V?)fts£1
Emily Hungerford	Emily Hungerford	

Fairmont Faculty & Staff-page 3

Name

Signature

Position

D_J.Bru.e..V

K.o.r; Lohc,u,s

Audrey Baangl,

Torey Hotzer

Diana Blau

!1rMhtlla fanfauloh?CI.

CeabrteJy? Qff

Sh@Jxr Se.M-wnght+

Kr.ls

..Je ssiclf. lte<0

Ihiko ""

i--cJ,<-st Jk.o"i.s.....

(o.e_!o It"le.:cw.,J_

J tvvlca.

->o.H.OI"-Dd q

.t,fJ:&J,.

/f Hurk't}_ , 7J

Kim Sayer

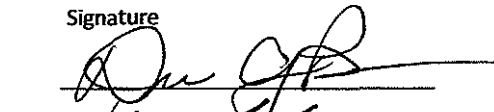
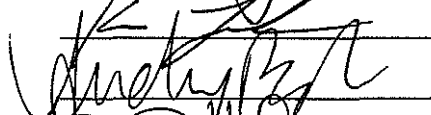
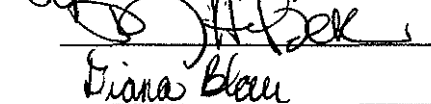
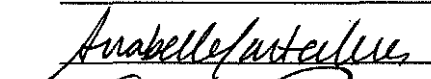
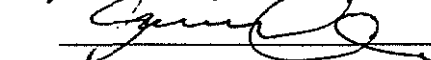
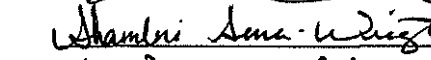
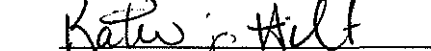
Chelsea Dawdell

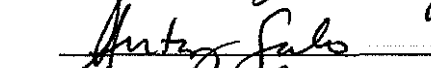
Angela Munroe

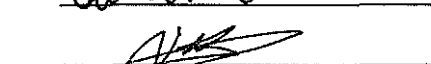
Rebecca Narvaiz

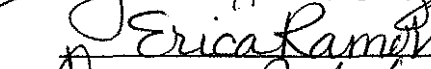
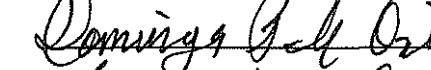
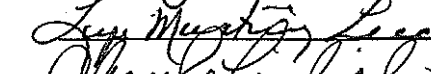
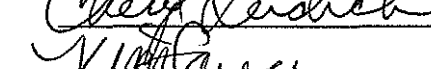
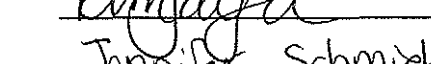
Matt Neely

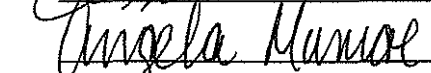
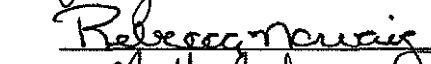
COUSSA BECKER



Pt. TeqGher-

EGE -fect:u

If() -JmCk/

foIY-Ov (- 1 y-ea-r"

Gc Z -teacher

asz/:.m .3

fead; In.+ave"t)o.-.

::3 "" Te.o.c"-e,v

5U. 8ft, .

MST

f\1 7

4 t(Gt

(JHC IQJ:<Y)

Lunch vooi""h

J" J4okrooJW

[fu

J;;&rff.

Sc.Aoo|dt_i>rdc-lieu

TafrA

9ttrA:

Jdosk/?idher

C \4.

K

Name

Signature

Position

IJLo00 177 y

Ma,(a.c),; ""ZMs -w1")

Kylie BRECO

Anabella Santacoma

Sherri Slaymaker

Crystal Sarlo

Diana M. Ray

Murphy

M. Ray

Anabella Santacoma

Sherri Slaymaker

Crystal Sarlo

"-S\--JPC i'rJJ;;J pccrc;'

"\Q.oc..l.,e....-

- ?!

'if_aduY

Rsyckl"ff l'f:./-

f(fodw--



April 3, 2012

Fairmont Parent Teacher Association
520 W. 3rd Avenue
Denver, CO 80223

Performance School Selection Committee
Mr. Tom Boasberg, Superintendent
Ms. Patricia Slaughter, Assistant Superintendent
Ms. Patti Paredes, Northwest Instructional Superintendent
Denver Public Schools Board of Education

Dear Selection Committee, DPS leaders, and Board of Education,

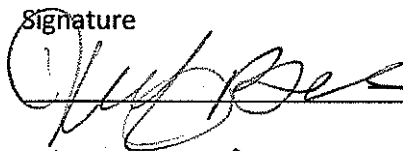


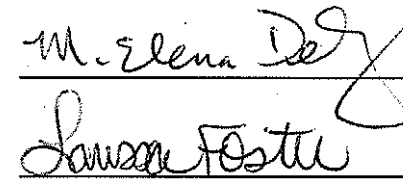
As parents, staff, and community members on the Fairmont Parent Teacher Association (PTA), we support the proposal for Fairmont to become an ECE-S' campus for the Denver Center for International Studies in the 2013-2014 school year.

We believe that this proposal will increase academic achievement for current students as well as potential students in the Baker neighborhood. The continuity of a DCIS elementary, middle and high school will ensure students have access to excellent educational opportunities at all levels and will succeed in these otherwise difficult transitional years because of the support they will receive from both faculty. We are confident that the dedication of the DCIS and Fairmont Leadership Teams and the school's partnerships with parents and community resources will enable Fairmont to fulfill this vision and provide academic opportunity and success for all children.

Fairmont will also attract greater diversity which will enable our children to be globally-aware and prepared for college and careers in the 21st century. We believe in the mission of the DCIS program to "prepare students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world."

We urge you to accept this proposal to improve Fairmont, our community, and the Denver Public Schools.

Sincerely,

Signature	Printed Name	PTA Affiliation
	<u>Alicia C. Leon</u>	<u>Parent</u>
	<u>Diana Blau</u>	<u>kodler r r</u>
	<u>M. Elena De...</u>	<u>(-</u>
	<u>Lauren Foster</u>	<u>Parent</u>



Continued: Signatures for PTA letter of support for Fairmont DC/5 Proposal

Signature

Printed Name

PTA Affiliation

[Handwritten Signature]

Veronica Sloan

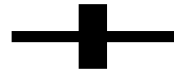
Katie Reed

k.a.h.c kreed

1-e{{cbgr

[Handwritten Signature]

Lev. 1Q



[Handwritten Signature]

l:)A tV1 \ E L 8J lo.

6.. vT

Norma Heo

D)o(v)ccc .14G J e

Azucena Mejia V.

Az, u coK fir;>, 1/

Alejandra Gutierrez

AOandra un"erret

Parent

Alicia Livi

Glma 1 uon

Parent

Melissa Naranjo

Melissa Naranjo

parent

April 3, 2012

Performance School Selection Committee
Mr. Tom Boasberg, Superintendent
Ms. Patricia Slaughter, Assistant Superintendent
Ms. Patti Paredes, Northwest Instructional Superintendent
Denver Public Schools Board of Education

Estimados miembros del comité de selección, miembros del liderazgo de DPS y miembros de la junta de educación:

El propósito de esta carta es para apoyar la propuesta de Fairmont ECE- 8 se convierta en la escuela primaria vinculada a DCIS (Denver Center for International Studies) ubicada en 6th Avenue.

Nosotros, los padres de familia de Fairmont, no sólo estamos fielmente dedicados a la escuela Fairmont y a la comunidad de Baker, sino que también estamos dedicados a fortalecer las oportunidades académicas para nuestros hijos y todos los niños en dicha comunidad.

La propuesta de DCIS en Fairmont, logrará aumentar el desarrollo académico y las experiencias de nuestros hijos y los de la comunidad.

Nosotros creemos en la visión que posee el programa de DCI. También creemos en la dedicación que poseen los equipos de liderazgo de DCIS y Fairmont para proveer oportunidades académicas y desarrollo integral a todos nuestros hijos.

Nosotros sentimos que dicha propuesta beneficiará a nuestros hijos y a los de la comunidad de Baker de la siguiente manera:

- DCIS apoya y prepara a sus estudiantes para una educación universitaria, al desarrollar ciudadanos multilingües, interculturalmente competentes e activamente involucrados en un mundo que se encuentra en cambio constante.
- AIDCIS tener una población con gran diversidad, intencionalmente apoya y desarrolla a sus estudiantes en una enseñanza internacional e intercultural.
- This continuity in DCIS will be a powerful opportunity for its students and will enable them to achieve levels of international and intercultural competence that will be truly astounding.

Por este medio les transmitimos nuestro más sincero sentido de urgencia de que acepten dicha propuesta para el bien de nuestros hijos, la comunidad y de las Escuelas públicas de Denver.

Atentamente,

Los padres de familia de la Escuela Fairmont ECE- 8.

A continuación, las firmas de los padres de familia.

Firmas de los padres de familia de la Escuela Fairmont ECE- 8, apoyando la propuesta de DCIS en Fairmont.

Firma

Nombre

Rosalina Bullock

Cttw rAvflezv.

Sandra López

Sandra López.

a

RUBEN CHAVEZ

Har/u. f) Qo.1-r0:..

Maria D Crañira

. .pa

JIZ..u fez

Margarita Gonzalez

-vt.k

JUAN C. MAYORGA

d:t;e ::B::

ll_lrk't'a buT!GRf(G-z., Avtwn

M } BIA Gulir= R f?&c .)u!M L:

Maria C. Pizano

Maria C. Pizano

Veronica Mendez

Veronica Mendez C.

Juliana Enriquez

Juliana Enriquez

Debbie Martinez Gonzalez

Debbie Martinez Gonzalez

Alma T Leon

Alma T Leon

Jorge ortiz

Jorge ortiz

SANJUANA LARA

SANJUANA LARA

SANJUANA LARA

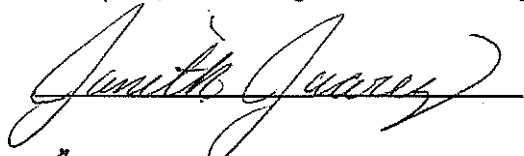
Firmas de los padres de familia de la Escuela Fairmont ECE- 8, apoyando la propuesta de DCIS en Fairmont.

Firma

Nombre

ALMA TERESA QUINONES

koc s



Vanessa Juarez

Berenice Ferrer

Bevra C. Orbe Ferrer

CARLOS GOMEZ

CARLOS GOMEZ

Letisha Duran

Letisha Duran

Dora Ortiz

Dora Ortiz Gonzalez.

Nancy Montenegro

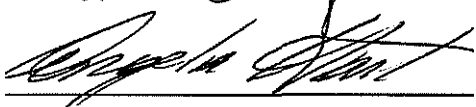
Nancy Montenegro

~~Angela Hart~~

by s. \aom\esXos-rD>

Maile Ortega

H.aK"LJ 0-te o



Angela Hart

04 cf2..

Christin Ruiz

Helen Rodriguez

Helen Rodriguez



Cruz Moralez

ADULLINA IBANEZ

ADULLINA IBANEZ

Tavita Proctor-Simpson

Tavita Proctor-Simpson

Sheri Armijo

Sheri Armijo

Wendy Ruiz

Wendy Karina Ruiz

Firmas de los padres de familia de la Escuela Fairmont ECE- 8, apoyando la propuesta de DCIS en Fairmont.

Firma

Nombre

\(c;d !fa yaace

\(c; d!fg J?o Ocl

Gladis Burgos

Gladis G. Burgos J.

Lizeth Chavez

Lizeth Chavez M.

TERESA GUZMAN
~~Teresa Guzman~~

Teresa Guzman

M.k.Yf.Qhzt JJ.W-a X*CJ

MINERVA NEVAREZ

!:\curl 01 Ca.'tJ:I \o

Karla Castillo

~~Leon Garcia~~
~~Alex Cardona Leon~~

Alex Cardona Leon

Blanca Rubi Martinez

Blanca Rubi Martinez

~~Erika Mendoza~~
~~M.P.~~

Erika Mendoza

M.P.
Myrna L. Morales

MARIA Pachican
Myrna Lucero Morales.

Josefina Gonzalez

Josefina Gonzalez



Baker Historic Neighborhood Association

P.O. Box 9171

Denver, CO 80209

March 29, 2012

Denver Public Schools
Board of Education
900 Grant Street
Denver, CO 80203

Re: Proposal for Fairmont Elementary School to become a feeder school for the Denver Center for International Studies

To Whom It May Concern,

At its general membership meeting on March 13, 2012, members of the Baker Historic Neighborhood Association (BHNA) received a presentation from members of the faculty and staff of Fairmont Dual Immersion Academy (Fairmont) and discussed the proposal for making Fairmont a feeder school for the Denver Center for International Studies.

At that meeting, the members present, who comprised a quorum, voted to fully support this proposal by a vote of 25-for, none-opposed and none-abstained.

The BHNA is a Denver registered neighborhood organization that serves approximately 4,800 persons in approximately 2,300 households. The boundaries of the BHNA are West 6th Avenue (north); Lincoln Avenue (east); Mississippi Avenue (south); and the Platte River (west).

Sincerely,

A handwritten signature in black ink, appearing to read 'D Pimple'.

Doug Pimple
Secretary



**Denver Center for International
Studies**
**DPS Magnet School for Grades
6-12**
574 W. Sixth Avenue
Denver, Colorado 80204
Phone: 720-423-9000

To Whom It May Concern,

March 30,2012

It is my honor and pleasure to write this letter of support for the proposed Denver Center for International Studies at Fairmont for an Early Childhood Education through Fifth Grade program. I have had the privilege of working as both the principal and assistant principal at the Denver Center for International Studies (DCIS) at 574 West Sixth Avenue for the past six years. It has been an amazing process to watch the development and growth of our student and faculty body as they have worked to execute the mission of DCIS by preparing our students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world. DCIS has worked to refine, develop and extend our program and field of studies for students in the Denver Public Schools (DPS) and through our sister schools in the International Studies School Network (ISSN).

A team of DCIS faculty members have worked over the past few years to create a proposal that would extend the scope of studies for students by creating an elementary program that would allow students to study in an international studies designed program from pre-school through college. A DCIS team wrote and presented a proposal to the DPS Board of Education that for a pre-school through twelfth grade program that was approved and implemented as the DCIS at Ford Elementary and the DCIS at Montbello in August of 2012. The DCIS team has worked to continue to enhance our school and to design an elementary for the original Denver Center for International Studies.

The DCIS faculty and staff members have collaboratively worked with the Fairmont staff to help create the proposal for an elementary feeder campus to designed for elementary students to study in an international studies program with a world languages program. The opportunity for students to study in an ECE through twelfth grade program offers phenomenal opportunities for

graduation for the last six years and an impressive amount of scholarships and grants earned by our graduates. I am optimistic that students who have the opportunity to increase the depth and focus of their studies will have a higher degree of academic success at all their levels of studies from early childhood and through their primary and secondary studies.

There has been interest and support by the general DPS and DCIS community for the last several years for an elementary option for students. Potential students and families have visited DCIS and inquired on an annual basis if there was an elementary option available for their primary students. The proposed DCIS at Fairmont will provide this opportunity for elementary students and successfully prepare these students for their secondary and post-secondary studies.

I highly encourage you to approve this proposal for the Denver Center for International Studies at Fairmont and extend the number of quality opportunities that are available for students at the elementary level in the Denver Public Schools. I look forward to the opportunity to work collaboratively with the future students, parents, staff and community members of the Denver Center for International Studies at Fairmont.

Sincerely

Stephen Parce
Principal
Denver Center for International Studies
720-423-9100
Stephen.Parce@dpsk12.org



**The Schools of
Denver Center for International Studies**

Daniel P. Lutz, Ph.D.
School Development
720-423-9079
dan_lutz@dpsk12.org

April 2, 2012

To Whom it May Concern:

The world presents unfathomable opportunities for our students if they are prepared with the knowledge, skills, awareness, and attitudes to address global challenges. We need young citizens trained and capable of making this world a better place, both internationally and in our communities, as our very neighborhoods are increasingly touched by global realities and influences.

With this in mind I would like to encourage Denver Public Schools to approve the proposal to establish Fairmont School as the elementary campus of Denver Center for International Studies (DCIS) downtown. By planning backwards from the character and achievement level expected of DCIS students at graduation and framing the learning in the development of global competence, the development of DCIS at Fairmont will establish an outstanding, rigorous, and engaging educational experience for its students that will give them a tremendous advantage from the earliest grades. Forward implementation from that backwards planning will also in turn push the DCIS secondary school to greater heights as DCIS at Fairmont students matriculate.

DCIS has been highly successful as a high performing option in DPS for students in grades six through twelve. As a world-class school affiliated with the International Studies Schools Network (ISSN) of Asia Society in New York, a nationally-recognized organization focused on international and intercultural affairs, DCIS is preparing students in the fields of world languages, the study of cultures and cross-cultural communication, international issues and conflict resolution, and the connection between community issues and larger global challenges. Studies, including those conducted by Hypothesi, Inc. and The Consortium for Policy Research in Education, have shown that most ISSN schools, all of which share the DCIS design framework, have out-performed out-of-Network schools with similar demographic profiles within the same school districts. The network results show that high academic achievement and global competence can go hand in hand. DCIS has become a leading school in this national network, has set the bar at the high school level with an intentionally diverse enrollment, and continues to push the performance and growth results into its middle year grades.

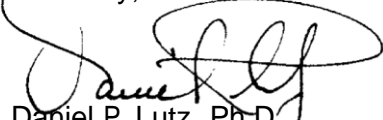
Now is the time to push this performance in the context of developing global competence all the way back to serve an elementary school that has been underperforming for years. The potential for student learning in this context can increase dramatically if they can begin from the earliest grades. We know that children learn predispositions and language in a very potent way when they are youngest. The prospect of giving our youngest students a jumpstart in developing global competencies in elementary school will make their experience at the DCIS secondary level that much more potent.

What is exciting about this proposal is that members of the Fairmont community, including Fairmont teachers, are excited to see this transformation happen in their school. This transformation will be thrilling to watch with this kind of support. We will all be excited to see

how students expand their personal worlds through this kind of education, particularly through the intentional coherence of a DCIS continuum from ECE through twelfth grade.

I am excited about the prospect seeing DCIS at Fairmont established as another hallmark of DPS quality. I hope you will give the proposal every consideration and will approve it with the knowledge that it will be a welcome contribution to the district.

Sincerely,



Daniel P. Lutz, Ph.D.
The Schools of Denver Center for International Studies
Denver Public Schools

April 3, 2012

Dear Selection Committee and Board of Education:

The purpose of this letter is to support the proposal for Fairmont ECE-8 to become a feeder elementary school to DCIS (Denver Center for International Studies) at 6th Avenue. As the former Principal and Assistant Principal of Fairmont, we worked for three years to develop a plan for the district that would support this partnership. We worked closely with Dr. Lutz, former Principal of DCIS and with the School Leadership Teams from both schools to craft a proposal that would build upon the shared values of the two schools' instructional programs including global awareness and international mindedness.

This proposal, when approved, would benefit both schools tremendously. It would create the first internationally focused ECE-12 in the Denver Public Schools and one of only a few in the nation. The potential for students to graduate from DCIS, having had an internationally focused elementary school experience will build an even stronger foundation for students' potential to actively participate in a global world.

Elementary schools have an incredible opportunity, working with our youngest students, to build a strong foundation in language, perspective, context, culture and academic content. This proposal provides Fairmont with the framework to further develop and build an internationally focused instructional program around the goals that already exist within the school community including language and international mindedness.

We are dedicated to the Baker Neighborhood and to strengthening the educational opportunities for the children in the neighborhood. The DCIS at Fairmont proposal will enhance the academic achievement and experiences for the young people of our neighborhood.

We believe in the vision of the DCIS program and the dedication of the DCIS and Fairmont Leadership Teams to provide academic opportunity and success for all children.

Sincerely,

—b

Jdanna {ltutb/?11
/ld.riana s Joma



Denver Public Schools
Indian Education Program

April, 3, 2012

Dear Selection Committee and Board of Education:

The purpose of this letter is to support the proposal for Fairmont ECE -8 to become a feeder elementary school to the Denver Center for International Education (DCIS) at 6th Avenue.

The Indian Education Focus School Program and the American Indian community credits the Leadership team that are supporting the DCIS concept and taking on this initiative. DCIS students are engaged in learning that promotes critical thinking in a multilingual and intercultural context.

DCIS has embraced the cultural and educational needs of American Indian students. The expectations and academic rigor, as well as culturally responsive teaching, strengthens student success and promotes student achievement.

I urge you to accept this proposal for the educational opportunities that DCIS at all grade levels for Denver Public School students.

Respectfully,

RM

Rose Marie McGuire

Manager

DPS Indian Education



April 04, 2012

Dear Members of the Denver School Board:

My husband and I are pleased to write this letter of support and endorsement for Fairmont ECE-8's proposal to become the feeder elementary ECE-5 to the Denver Center for International Studies 6-12.

We have lived in the community for over 30 years. Our children have gone to Fairmont/Baker/and West High School. We have two daughters who have attended DCIS. One of our daughters attended DCIS when it became part of West High School. The other daughter attended DCIS at Baker. It was such a great opportunity for them. They were both able to learn a different language and become more aware of the different cultures in the world. DCIS has helped them set their goals in life. They both graduated from DCIS with honors.

We think it would be a wonderful opportunity for Fairmont students to learn at a younger age of what other cultures and languages there are in the world.

We are strong supporters of education and the kind of rigor and opportunity that this plan will provide for neighborhood and choice students throughout Denver from Early Childhood to high school graduation.

Sincerely,

Mr. + Mrs. Presilio Mastig

70 W. Archer Place
Denver, CO 80223

April 3, 2012

900 Grant Street
Denver, CO 80203

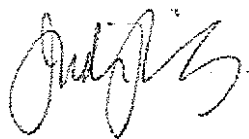
To Whom It May Concern:

It is with great excitement for the future of our neighborhood and Fairmont that Tam is writing to you. We have lived in the historic Biker neighborhood for 6 years and have seen the improvements in the beautiful houses as well as the success of businesses along South Broadway as people are continuing to take pride in this wonderful part of Denver. With these changes comes a change to the curriculum at Fairmont. Our oldest son just started at Fairmont this year in the ECE program and although he has had great success so far, we could not be more encouraged and excited about the prospect of becoming a feeder school for the Denver Center for International Studies for a few reasons:

- Our sons' education is extremely important to us and we want both of them to be exposed to more than just academic fundamentals. We encourage them to be open-minded and want them to be world thinkers.
- My wife taught English in the Czech Republic for a year. Ever since, dual language education has been a priority for her because she witnessed first hand the maturity, respect, and academic achievements that her Czech students gained by being exposed to world cultures.
- DCIS at Fairmont would give the elementary school an identity that it has struggled to obtain for a few years. This would create a bond with the neighborhood and create demand for enrollment at DCIS Fairmont at an early age.
- We believe that DCIS at Fairmont will draw a more diverse student population in which students can gain insight and respect for other cultures and global perspectives.
- Merging with the respected curriculum of the DCIS program will raise the status of Fairmont from a school on watch to a school that meets expectations or exceeds them!

We urge you to accept this proposal for the benefit of our community, the Denver Public School system, and our children.

||.c. rdt:."
/ #frtqw"J
F f!tl F y
Jeff and Judi Pring



April2, 2012

Board of Education
Denver Public Schools
900 Grant Street
Denver, CO 80203

Dear Selection Committee and Board of Education:

I am writing in support of the proposal for Fairmont ECE-8 to become an ECE-5 feeder school for the Denver Center for International Studies at 6th Avenue. The partnership between Fairmont and DCIS will help create a unique and challenging educational experience for our neighborhood children, and will help unify a disparate but great neighborhood.

I am a mother of three children and have lived in the Baker neighborhood for eight years. With the arrival of twins in 2011, we have outgrown our home and are starting to search for a new house. Until I attended a public workshop about this proposal, I had decided that we needed to leave Baker and *move* into Lincoln Elementary's district in order to find a quality school that was in our neck of the woods. However, given the strength of the DCIS program and the determination and enthusiasm of the Fairmont staff, I am excited and hopeful that this proposal will be successful so we can stay in our neighborhood and have confidence that Fairmont will offer a quality education for our children.

There is strong willingness in the neighborhood *to* support Fairmont. This proposal coupled with the proposal for Fairmont *to* become a neighborhood school has provided a focus point for neighborhood unification and investment. I urge you *to* support the feeder school proposal and help open the path for Fairmont and Baker *to* shine as a child-centered and family-friendly neighborhood.

Sincerely,

E. Erin Ganser
80 Fox Street
Denver, CO 80223

April2, 2012

Board of Education
Denver Public Schools
900 Grant Street
Denver, CO 80203

Dear Selection Committee and Board of Education:

I am writing to urge your support of the proposal for Fairmont ECE-8 to become a feeder elementary ECE-5 to DCIS at 6th Avenue. It is with much enthusiasm that I support this plan and believe that it will strengthen the potential for Fairmont to provide a first class education to the children of the Denver Public Schools and more importantly to the children in the Baker Neighborhood where we have been seeking an opportunity to get excited about our neighborhood school.

I'm most excited about my children having the opportunity to participate in the DCIS experience at the elementary level. I believe that the international, cross-cultural and community service foci of the program will provide a unique learning experience that will benefit them throughout their lives. Making that opportunity available at the elementary level would be outstanding.

I hope you approve this proposal and support for the greater good of our neighborhood and the Denver Public Schools.

Sincerely,

Andrew B. Lockman
80 Fox Street
Denver, CO 80223

March 30, 2012

To Whom It May Concern:

It has come to my attention that Fairmont ECE-8 is applying to become a feeder elementary ECE-5 to DCIS at Baker. It is with much enthusiasm that I support this plan. I believe that this plan will strengthen the potential for Fairmont to provide a first class education to the children of the Denver Public Schools and more importantly to the children in the Baker Neighborhood where we have been seeking an opportunity to get excited about our neighborhood school.

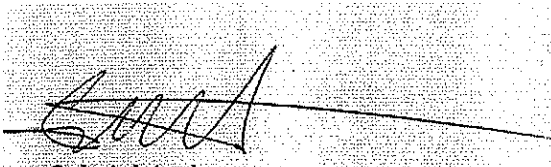
We feel that this proposal will provide incredible opportunities for this community. We have lived in Baker for eight years, and now have a child ready to enter ECE this fall. We would love for him to be a part of this new opportunity at Fairmont, be able to walk down the street to his neighborhood school, learn to interact in the world, study world languages and cultures and make new friends. We have met some of the teachers and are impressed by their dedication to Fairmont and its proposal to become a feeder school to DCIS. As neighbors, parents and advocates for education, we are excited to send our child to Fairmont in hope of this change.

I urge you to accept this proposal for the greater good of our community, Denver Public Schools and our neighborhood kids.

Sincerely,



Lisa Scheideler
Jisa@2foldstudio.com



Gabriel Andrews
gabeandrews@hotmail.com

317 Acoma Street
Denver, CO 80223

April 2, 2012

Dear Members of the Denver School Board:

We are very excited that Fairmont ECE-8 is applying to become a feeder elementary ECE-5 to DCIS at Baker. It is with much enthusiasm that we support this plan. We believe that this plan will strengthen the potential for Fairmont to provide a first class education to the children of the Denver Public Schools and more importantly to the children in the Baker Neighborhood where we have been seeking an opportunity to get excited about our neighborhood school.

We feel that this proposal will provide a great benefit to the Baker Neighborhood and to DPS as a whole. We have been residents of Baker for eight years, are active members of the community, and parents of an ECE age child. Currently we send our daughter to a private school but would love to send her to a neighborhood school that sets high expectations of academic excellence. By adding the DCIS elementary model we feel that Fairmont would become a draw for a diverse group of children with high academic performance.

We urge you to accept this proposal for the greater good of our community and the Denver Public School.

Sincerely,

a-tA S

326 Cherokee St.

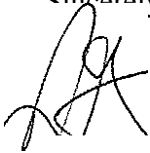
To Whom It May Concern:

It has come to our attention that Fairmont ECE-8 is applying to become a feeder elementary ECE-5 to DCIS at Baker. It is with much enthusiasm that we support this plan. We believe that this plan will strengthen the potential for Fairmont to provide a first class education to the children of the Denver Public Schools and more importantly to the children in the Baker Neighborhood where we have been seeking an opportunity to get excited about our neighborhood school.

I feel that this proposal will provide not just a school that our neighborhood can be proud of but also a school that can make us even more of a neighborhood. Our children will benefit by having a continuous focus on international studies from ECE through high school.

I urge you to accept this proposal for the greater good of our community and the Denver Public School.

Sincerely,



\ . " - - - " L - - " O : - - C : S :

L Jacob and Dawn McNulty
215 West 2nd Avenue
Denver, CO 80223

March 29, 2012

Dear Selection Committee and Board of Education:

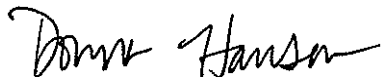
The purpose of this letter is to support the proposal for Fairmont ECE-8 to become a feeder elementary school to DCIS (Denver Center for International Studies) at 6th Avenue.

I am a mother to a 20-month-old daughter and work as Realtor with Hearthstone Realty.

My family is dedicated to the Baker Neighborhood and to strengthening the educational opportunities for the children in the neighborhood. The DCIS at Fairmont proposal will enhance the academic achievement and experiences for the young people of our neighborhood.

I believe in the vision of the DCIS program and the dedication of the DCIS and Fairmont Leadership Teams to provide academic opportunity and success for all children.

Sincerely,

A handwritten signature in black ink that reads "Donna Hansen". The signature is written in a cursive, flowing style.

Donna Hansen

Baker Resident

April 3, 2012

Selection Committee & Board of Education
Denver Public Schools
900 Grant Street
Denver, CO 80203

Dear Selection Committee and Board of Education:

We are writing to convey our support of the proposal for Fairmont ECE-8 to become a feeder elementary ECE-5 to DCIS at 6th Avenue. We live just blocks away from our three grandsons in the Baker Neighborhood. We first learned about the proposal at the March 22nd meeting held at Fairmont. The passionate comments from two DCIS teachers coupled with the enthusiasm and dedication of the Fairmont staff present much promise for the educational opportunities in our community. Specifically, we are excited about the community service-oriented curriculum as "giving back" has always motivated our choices in profession and free time. We'd love to see our grandsons be able to experience that tradition through their early years of schooling in addition to our family activities.

Baker is a unique neighborhood with a multi-cultural, inter-generational, and socio-economically diverse population. We have great neighbors and great community. The proposal to connect Fairmont with DCIS will complete the neighborhood fabric by uniting the community behind the common goal of providing a high quality education that represents the diversity of our neighborhood, the "borderless" world in which our children will come of age, and the community service that is needed to keep our community healthy and connected.

Sincerely,

Michael Wilder & Judith Ganser
238 W 2nd Ave.
Denver, CO 80223

Intelligent Investments, Inc.

302 Elati Street
Denver CO 80223

Heidi Martin, President
720-946-2848 Ext:21

April4, 2012

To Whom It May Concern:

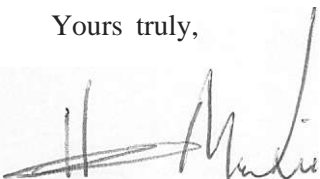
It has come to my attention that Fairmont ECE-8 is applying to become a feeder elementary ECE-5 to DCIS at Baker. It is with much enthusiasm that I support this plan. I believe that this plan will strengthen the potential for Fairmont to provide a first class education to the children of the Denver Public Schools and more importantly to the children in the Baker Neighborhood where we have been seeking an opportunity to get excited about our neighborhood school.

My office is located kitty corner to Fairmont. I purchased this building in 2004 and see great and positive opportunities for the neighbors and businesses with this school change. I've witnessed positive changes in other neighborhoods when a school offers a specialty curriculum such as offered by DCIS. Lincoln Elementary went through such a change. My children began attending Lincoln in 2004 during their early transition from traditional to Montessori/Traditional combo. We are thrilled with the education our children receive at Lincoln and the beneficial impact this change had on our neighborhood. We live% block from Lincoln. The neighborhood is now full of children and I believe property values have increased due to the positive activity surrounding this school.

Transitioning Fairmont to a DCIS feeder school makes very good sense for this our eclectic neighborhood. I am particularly excited as this will allow some collaboration between DCIS 6-12 which is only a few blocks away. My oldest daughter will attend 6th grade at DCIS next school year. I think this is a great opportunity for neighbors, business, and students of these two schools.

Please feel free to contact me should you have questions.

Yours truly,

A handwritten signature in black ink, appearing to read "Heidi Martin", written over a light blue rectangular background.

Heidi Martin



STANLEY BRITISH PRIMARY SCHOOL

April 4, 2012

To Whom It May Concern:

I am writing this letter of support on behalf of the application for a DCIS school at Fairmont Elementary. The Stanley British Primary School Teacher Preparation Program would be excited to partner with DCIS at Fairmont. We envision this partnership as a reciprocal one: Stanley BPS Teacher Preparation Program would benefit from training teachers in classrooms where proven DCIS instructional strategies are modeled and collaborative, quality teaching is honored. DCIS/Fairmont ZRXOG EHQHILW IURP GHYHORSLQJ D 'SLSHOLQHµ of highly qualified teachers prepared in the residency approach.

Since 1991, the Stanley BPS Teacher Prep Program has pioneered a unique approach to the preparation of teachers. This approach is grounded in three core elements based on our belief that: 1) teachers learn by teaching; 2) the first year of teaching should occur with the guidance of experienced mentors; and 3) educational coursework should integrate theory and practice. The Stanley TPP, in conjunction with the Colorado Department of Education, provides interns with the training required to pursue either an Early Childhood or Elementary Education teaching license. In addition, the Stanley TPP has a longstanding partnership with the University of Colorado Denver (UCD), whereby interested interns are offered the RSWLRQ RI D PD\WHU-V GHJUHH LQ Educational Psychology with a choice of concentration area. Currently, the Stanley TPP has 42 interns in 10 schools, three private and seven public.

The Stanley TPP/DCIS partnership would be modeled after the established relationship between Stanley TPP and Eagleton Elementary School. Serving a similar population, the Stanley TPP has worked closely in collaboration with the staff at Eagleton in order to dramatically impact student growth while creating a cohort of highly skilled educators in a rigorous professional learning community.

(DJOHWRQ-V • 36 5HYLHZ 5HSRUWE\ WKH 6FKRRO 6XSSRUW 7HDP FLWHV 'D SRVLWLYH UHOLDQFH RQ ¶JURZLQJ WKHLU RZQ IXWXUH· WKURXJK WKH %3 6FKRRO 3DUWQHUVKLSµ DV WKH #1 \$VVHW DQG \$WWULEXWH RI (DJOHWRQ. ,Q 2011, (DJOHWRQ (OHPHQWU\ 6FKRRO ZDV XSJUDGHG WR WKH 'JUHHQµ OHYHO IRU DFDGHPLF JURZWK, ZKLFK LV WKH 'OHHWW ExpectatiRQVµ SHUIRUPDQFH LQGHQ\ LQ '36. Eagleton achieved its green rating as a result of using Stanley TPP trained teachers strategically in grades one, two, and three to realize the growth in student achievement required to boost its performance rating. Eagleton is considered a high poverty school with 97 percent of students who qualify for free and reduced lunch. The Stanley TPP would welcome the opportunity to replicate this model at DCIS/Fairmont.

\$V ZH DOO NQRZ, FXUUHQW UHVHDUFK GHPRQVWUDWHV WKDW WKH PRVW VLJQLILFDQW IDFWRU LQ D FKLOG-V GHYHORSPHQW LV the quality of the teacher in the classroom. The Stanley TPP would welcome the chance to serve the children who attend Fairmont and think that DCIS represents a unique and powerful educational pedagogy, which FRXOG QRW RQ\ LPSURYH VWXGHQWDFKLHYHPHQW EXW FKDQJH FKLOGUHQ-V OLYHV. 3OHDVH FRQWDFW PH LI , FDQ EH RI DQ\ assistance to you as you review this proposal.

Sincerely,

Sue Sava, Director
Stanley BPS Teacher Preparation Program

%

!"#\$%&'(8)([-Z(:#76,&'+&-\$7(-, (H22(*#H%#,70&"(G#H3(4-7&+&-\$7(

%

!"#\$%\$'8(#*%#8&=5'\$%7\$3'8#7&%X*>%)'=#)'6', (\$%7,5%8"7)78(')#\$(#8\$%+*)%(''%3)#,8#37&*&+%;K09%7(%L7#)6*, (\$7,5%`= '\$(#*,\$%(*'#(''*\$'\$`=7&#+#87(#*,\$%#,(('%'733W(#*,%7,5%#,(')4#2%\$(7?'\$%+*)%('7(%3*\$#(#*,H%#!'*\$'\$7)'%+*%&&*2'5%>G%7%\$763&'&#\$(#'+%\$3'8#7&%8"7)78(')#\$(#8\$%+*)%'4')G%('78"')%('7(%2#&&>'%, ('%'+78=&((G%*+%;K09%7(%L7#)6*, (H%#!'#\$%7(')%#%\$#%, 8&=5'5%#,%(''\$%733',5#Q%>'87=\$'T%7\$%Q3&7#,'5%#,%9'8(#*,%00T%7%R'G'`=7&#(G%*+%'(''\$8"''*%&@%\$%+78=&((G%7,5%\$(7++%8=&((=)'%7,5%3)78(#%*+%'(''\$8"''*%&2#&&>'%#(\$%8*8&7>*)7(#4'%&'75')\$'#3%2#('('%3)#,8#37&H%#N4')G%+78=&((G%6'6>)'%2#&&%"74'%7%)*%#%,%8'75')\$'#3T%*\$%7&&%2#&&%, '5%(*%#74"%'(''\$%\$=>\$7, (#7&%`=7&#+#87(#*,\$%('7(%87,%8"7',,%8(''#)%733)*78"%#,%2"7('4')\$3'8#+#83*\$#(#*,'('G#+#&&(*27)5\$%(''%4#%\$#*,%7,5%6#%\$#%*,%*+%'(''\$8"''*%&H%

M"#6&H2(9#RJ&,#3#\$+7(-,(4,&\$6&"H2(!"2&6H\$+7(

!"'";',4')K',(')+*%)0,('),7(#*,7&%9(=5#'\$-;K091%NKNECA%8*(#,#=6%3)37)'\$%\$(=5',(\$%+*)%8*&&'?>G%5'4'&'3#,%?%6=&((#&#,%?=7&T%#,(')8=&((=)7&&G%8*63'(', (%8#(#', \$%2"7%7)'%78(#4'&G%#,%4*4'5%#,%*=%)73#5&G%8"7,?#,%2%*)&5H%

:F/M(7##7(+-(ZJ&2(H\$%(J,J,+J,#&+7.H6J2+P(H\$%(760--2(6-33J\$&+P(ZP(7#2#6&\$X(H(',\$6&"H2(^O-(OH7(+O#(-22-^&\$X(%#7&#,(60H,H6+#,&7+&67)(

- =,5')\$(7,5%7,5%('')*=?"&G%\$=33*)(\$%(''%6#%\$#%*,%*+%;K09%7(%L7#)6*,(\$
- #5%)'+&'8(4'T%*3',T%7,5%)'3*\$', \$4'(%(*'Q'8=(#4'8*78"#,%?)*6%#('')%(''%099I%8*78"%3)*4#5'5%+*)%(''%\$8"''*%&*)%(''%%;<9%;K09%8*,\$=&((7,(T%7,5%(''%%;<9%#,\$)=(#*,7&\$=3')#,(',5'5%+*)%%;K09%7(%L7#)6*,(\$
- #5%#,'4'\$'5%#,%2*)R#,%2%8*&&7>*)7(#4'&G%7,5%8*'\$&G%2#(''%#,%7%8*66=#(G%*+%'78"')\$%(*%788*63&#%\$%(''\$%6#%\$#%*,%
- "7\$%'Q3')#,'8"%#,%8*&&7>*)7(#4"%'('78"#,%?%
- #5%#)#',('5%(*%Q3')#',#7&%7,5%78(#4#(GE>7\$'5%'78"#,%?T%2#(''%78"')%7\$%+78#&#(7(*)%
- "7\$%(''%5'\$#)%7,5%7>#&#(G%(*%''&3%+78#&#(7('8*&&7>*)7(#4'7,5%#,(')5#58#3)G%('78"')#,%?
- #5%6=&((#&#,%?=7&%2#(''%+&=#,8G%#,%937,#\$'%3)'+'))'5%
- "7\$%(1)74'&'5%(*%7,5[*]%'5%2#(''%,%7,*('')%8=&((=)%"
- #5%37\$5\$#*,7('7>#=(%\$)4#8'(%(*(''%8*66=#(G%7,5%2#&&\$=33*)(%78"')\$@%+78#&#(7(#*,%*+%'(=5',(\$@%))'`=#)'5\$)4#8'&'7),#,%?
- #5%#,'('=#7\$7(#87>#*(%>'8*6#,%?%7%&'75')%#,%7%\$8"''*%&("7(3)'37)'\$%7%5#4)'\$'?)*=3%*+%'\$(=5',(\$%+*)%8*&&'?%#,%7&&#&+*=,57(#*,7&%7)7\$%+)*6%NKN%('')*=?%?)75%0%
- "7\$%(''%7>#&#(G%(*%8*66=#87('7,5%#,(')78(%3*\$#(4'&G%2#(''%\$=5',(\$%*+47)#*=\$%,7(#*,7&#(7%7,5%8=&((=)'\$%
- #5%2#&&#,%?%(*%\$=33*)(%7%#)?%&'4'&%*+3')\$*,7&#^7(#*,%(*%\$=5',(\$%#,%('')%5=87(#*,%
- #5%'Q8#('5%(*%5'4'&'3%7,5%3)*6*('7%\$8"''*%&8=&((=)'%2"')%('')%#%\$%>*(%3)'\$*,7&%7,5%8*66=#(G%')'\$3*, \$#>#&#(G%+*%&'7),#,%?%#%
- "7\$%7%>)*75R,*2&'5?'%*+*?'*?)73"G%7,5%#,('),7(#*,7&%7++7#)\$%
- #5%7%5'6*,\$(7('5%&#+&'&,%?&'7),')%
- #5%727)'%*+%'('3)'\$3'8(#4'\$%*+5'4'&'3#,%?%7(#*,\$%
- #5%#,'4'\$('5%#,%\$=33*)(#,%?%7,%#,(', \$4'754#%*)G%3)*?)76%('7(%6"('5%7#G%(*%755)'\$5\$\$(=5',(\$@%#,%5#4#5=7&#,'5\$T%#%\$=\$T%7,5%8'7),#,%?%?%7&\$%
- #5%8*66#('5%(*%\$=33*)(#,%?%('78"')\$@%8'75')\$"#3%*+%'8"''*%&8*66=#(G%78(#4#(7\$%
- "7\$%#,('),7(#*,7&%7,5[*]%8)*\$E8=&((=)7&%8=)#8=&6%5'4'&'36',(%7,5%#63&'6',7(#*,%'Q3')#,'8"%
- "7\$%3')\$*,7&%8*,, '8(#*,\$%2#('6'6>)'\$%*+%'(''%&87&#,('),7(#*,7&[8)*\$E8=&((=)7&%7++7#)\$%8*66=#(G%

(")*=?''%#(\$%M)75=7('%<')+*)67,8'9G\$('6T%7%)76'2*)R%('7(%#%\$?'7)'5%(*%>)# ,?# ,?%?&*>7&8*63'(' ,8#'\$%
5''3&G%# ,(*%8=)##=6%5'')G%7,5%7=((' ,(#8%7\$'\$6' ,(#%!'!''#%2*)R%#%\$=33*)('5%>G%('!'#\$8''**&@%\$%
7\$'\$*8#7(#* ,%2#('7%7,(#* ,7&% ,'(2*)R%*+%3)'E8*&'?7('%# ,(' ,7(#* ,7&\$%\$=(5#'\$%\$8''**&\$H%/4)')#('#%#')G%
;K09%'7\$%'*\$('5%# ,(' ,7(#* ,7&\$%\$(=5' ,(\$%+)*6%67,G%(')'%3&78'\$%*=(#5%'('!'%i9T%7,5%;K09%\$(=5' ,(\$%'74%
()74'&'5%(*%4')%+)(G%8*=(,)#'\$%(')*=?''*=(%('!'%2*)&5H%;K09%;#3*67%)'8#3#',(\$%'74%'7%5#\$(# ,8%
7547,(?'%# ,%7547,8# ,?%(*%3*\$[E\$'8* ,57)G%'5=87(#* ,H%/=)?)75=7(# ,?%8&7\$'\$%'74%'# ,8&=5'5% ,# ,%
b*('('8'')%98''*7)\$T%# ,%755#(#* ,%(*% ;7 ,#&\$%7 ,5%M7('\$P#&& , ,#=#6%98''*7)\$%7,5%67,G%(')'%3)'\$(#?#=#%\$
727)5\$H%#CBB]%'*+%*=%)\$% ,#)'\$%'74'?)75=7('5%# ,%)8' ,(%G'7)\$T%7,5%'4')G%\$' ,#*%'7\$%>' ,%788'3('5%(*%7(%
&'7\$%(2*%8*&'?'\$H%

%

%;K09%7(L7#)6* ,(%2#&&3)'37)'#(\$%\$(=5' ,(\$%# ,%('#\$%+*8=\$%(')*=?''%7%8=)##8=&=6%('7(%#%\$%
5'4'&*36' , (7&&G%733)'3#7('%+*)%('!'&'6' , (7)G%\$8''**&&&4'&\$T%7,5%3&7 , , '5%>78R27)5\$%+)*6%('!'%3*\$[E
\$'8* ,57)G%]'75# , '\$\$%?'7&\$%*+%>'(' ;<9%7,5%('!'%\$3'8#+#8%?'&*>7&8*63'(' ,8G%?'*7&\$%*+% ;K09H%!'!'M<9%
733)*78''%2#&&%>%7573('5%+*)%\$=(5' ,(\$%7(L7#)6* , (H%!'!'%\$8''**&%&'75')\$%*+% ;K09%7,5%;K09%7(L7#)6* , (%2#&&%
2*)R%(*?'('!'')&8*'\$&G%(*%# , \$=)'%('#\$%>78R27)5\$%3&7 , # , ?_7\$%7%)'\$=&(%*+%2*)R# , ?%(*?'('!'%L7#)6* , (%
+78=&(G%2#&&7R%)'\$3* , \$#>#&#(GT%788*=(,)>#&#(GT%7,5%('!'%8* , '\$' `=' , 8'\$%*+##(\$%2*)R%# , %('!'&'6' , (7)G%
)75'\$%# , %3)'37)# , ?%('!'%\$(=5' , (\$%+*)% ;K09@%\$%6#55&'%?)75'\$H%!'!'%?'*7&#%\$%(*%8)'7'(%7%8&'7)'98* , (# , =#6%*+%
&'7) , # , ?%+*)% ;K09%\$(=5' , (\$%(')*=?''*=(%(')#%(')#(' , %G'7)\$%('7%2#&&% , 7>&'('!'%6%(*%78''#4'%)=&G%
7\$(*=,5# , ?%&'4'&\$%*+%# , (,)7(#* , 7&%7,5%# , ()8=&(=)7&%8*63'(' , 8'%2'#&'%?7# , # , ?%('!'%4')7&&3)'*+#8# , 8G%
?'*7&\$%(%2''#8''('!'%\$8''**&%7\$3#)'\$H%

%

%;!'%'3)#,8#37&(*%>'#\$'&'8('5%+*)%L7#)6* , (%2#&&%'75%('!'%#63&'6' , (7(#* , %*+('!'#\$%3&7 , %# , %37)(' , ')'\$%#3%
2#('!' ;K09H%!'!'%5*%\$%('!'%'3)'\$% , %\$'&'8('5%+*)%#%'\$%3*\$%#(## , %6=\$('!'74'%'7%37\$%\$%# , %*+*)%\$=(=5' , (\$%7,5%('!'#)
&'7) , # , ?%# , %('!'#%# , (,)7(#* , 7&8* , ('Q(T%>'%7?')%(*%&'7) , (%('!'%\$8''**&@%\$% , '2%5'\$%? , %+)76'2*)R%+*)%
5'4'&*3# , ?%\$(=5' , (\$@%?&*>7&8*63'(' , 8#'\$T%7,5%(*%7R%' , ('=\$#7\$(\$#%# , #(#7(#4'%# , % , =))=# , ?%('!'#\$8''**&@%\$%
5'4'&*36' , (%7\$%7% , 7(#* , 7&%6*5'&#+')&'6' , (7)G%# , (,)7(#* , 7&\$%\$(=5#'\$% '5=87(#* , H%

%

!''#\$%&'#''0#*+,-#-)/&.%e%K7,5#57('\$%7)##4%7%7&+%*=(%)7)&G%(*%?'(%*)# , ('5T%\$=>6#(%8*3#'\$%*+
(')#%)'\$=6'\$T%]'75%('!'#% , ()*5=8(#* , %7>*4'T%7,5%(*%)'\$3* , 5%(*%('!'#\$%'='\$(#* , \$%# , %2)# , ?]%

- d"G%7)'%G*=%733&G# , ?%+*)%('!'#\$% .-#% '%% :%3*\$%#(##* , %7%('!'#\$%\$8''**&c%
- <&'7\$%'&#\$(('!'%&'7 , ?=7?'\$%G*=%\$3'7R%7,5%G*=(%)8=) , (%&'4'&%*+%&=# , 8G%+*)%7'8''H%
- .#\$(('!'%8*=(,)#'\$%(*%2''#8''%G*=%"74'%)74'&'5T%''2&#* , ?%G*=%2')%('!'')T%2''7'(G*=%5#5%('!'')T%7,5%
2''7('!'#\$%'Q3)'# , 8'\$%6'7 , (%(*%G*=%H%
- d"7(%#%G*=%)*)# , (7(#* , %(*%\$')4#8'&'7) , # , ?c%#.#\$(7,5%5'\$8)#>'#\$#? , #+##87 , (%8*66=# , #G%\$')4#8'%'
, 4*&'4'6' , (%G*=%"74'%"75%7,5[*)%74'%'&'5H%#%
- <&'7\$%'5'\$8)#>'%2''7(%R , *2&'5?'%7,5%'Q3)'# , 8'G*=%"74'%'7>*=(%3)'E8*&'?7('%# , (,)7(#* , 7&%
\$(=5#'\$%5=87(#* , %7,5%\$8''**&%&'75')\$'#3%# , %('7%8* , ('Q(H%
- a)'G*=%747#&7>&'%7,5%2#&&# , ?%(*%7R%'7%?)'=3%*+('78''')%\$%('!'%'7 , =7&% , 7(#* , 7&%# , \$\$(=(%'%+*)%('!'%'
, 7(#* , 7&# , (,)7(#* , 7&\$%\$(=5#'\$%\$8''**&\$% , (2*)R%(*%2''#8''('!'#\$%\$8''**&%2#&&#>'&* , ?c%-!'#\$%G'7)@\$%
, \$\$(='%'#\$%\$S= , %AUEDB%# , %b)**R&G,1%#%#%2'\$%#%#%[%%#%#%1*%#%

%

- #S%!(='-\$#7\$(#8%7>*=(>'8*6#,%?%7%('78''')%#,%7%\$8''*%&'7(3)'37)'\$%7%5#4')\$%?)*=3%*+%\$(=5',(\$%+*)%8*&&'?'%#,%7&&#'+*=,57(#*,7&7%7)'7\$%+)*6%NKN%(')*=?''%?'75%'0%
- "7\$%(''%7>#&#(G%(*%8*66=#,87('7,5%#,(')78(3*\$#(4'&G#2#('%'\$=(5',(\$%*+%47)#*=\$%,7(#*,7&#(#'7%7,5%8=&(')'\$%)
- #S%2#&&#,%?%('%'?#4%'7%'#?'%&'4'&%*+%3)'\$*,7&#^7(#*,%('%'\$=(5',(\$%#,%(''#)%'5=87(#*,%#
- #S%'Q8#('5%('5%4'&'3%7,5%3)*6*('0%7%\$8''*%&8=&(')'%2''')%('')%#S%>*(%'3)'\$*,7&7%7,5%8*66=#(G%')\$3*,#\$>#&#(G%+*%&'7),#,,%?%#%
- "7\$%7%>)*75%R,*2&'5?'%*+%?'*?)73"G%7,5%#,(')7(#*,7&7%7++7#)\$%
- #S%7%5'6*,\$(7('5%&#+'&*,?%&'7),')%
- #S%727)'%*+%('%'3)'\$3'8(#4'\$%*+%5'4'&'3#,%?%,7(#*,,\$
- #S%#,'4\$('5%#,%7,#,#,(',\$#4'754#*\$)G%3)*?)76%'7(6%'(\$%57#&G%(*%755)'\$S%\$(=5',(\$@#,#5#4#5=7&%,''5\$T%#S\$='S\$T%7,5%#7),#,,%?%?'7&\$%
- #S%8*66#('5%(*%3=(('7,%?%Q(7%#6%'7,5%',')?G%#,(%&'75)'\$''#3%*+%\$8''*%&8*66#(''\$%7,5%8*66=#,#(G%78(#4#(#'S%)
- "7\$%#,(')7(#*,7&7,5[*]8)*\$E8=&(&7=)#8=&=6'5'4'&'36',(%7,5%#63&'6',(7(#*,%'Q3')#',8'6%
- "7\$%3'\$*,7&8*8*,',8(#*,\$%2#('6'6>)'\$%*+(''%&87&#,(')7(#*,7&8)*\$E8=&(&7++7#)\$%8*66=#,#(G%#S%*)#',('5%(*%'Q3')#',#7&7,5%78(#4#(GE>7\$'5%('78''#,%?T%2#('%'78''')%7\$%+78#&#(7(*)%#
- #S%2#&&#,%?%7,5%7>8'&'(%%2*)R%2#('%'('%'*('')%#;K09%+78=&(G%6'6>)'\$%(*27)5\$%;K09%8)*\$E8=&(&7'5'4'&'36',(%?'7&#%
- "7\$%(''%7>#&#(G%7,5%#,(')'\$(%#,%7>\$*)>#,%?%,2'+78#&#(#\$T%`=#36',(T%67(')#7&\$%7,5%('8'',*%?%G%#,(%'78''#,%?%)
- "7\$%8*63=(%)&#(')78G%#,%2*)5%3)*8'\$S%#,%?T%57(7>7\$'5'4'&'36',(T%7,5%&'8()*#8*66=#,87(#*,%#2#&#,%?T%7>#T%7,5%7?'')%(*%'78''#,%?%)75'\$%hEO%
- #S%8'(#+5%#,%7%&'7\$(%N.aENT%*)%#S%2#&&#,%?%(*%>(7#,%('#\$%8')(#+87(#*,%#
- "7\$%'Q3')(#\$%#,%7,5%37\$S%#,%+*)%7(%&'7\$(%*,%'\$=>X'8(7)'7%*)#=#, #'='%+*8=\$%#,((''%>)*75%5#8#3&#,%*+%'#=#67,#(#'S%)
- #S%8*66#('5%(*%3)*+'\$S%#,%7&5'4'&'36',(%)'&'7('5%(%#N,%?&#S''T%N,%?&#S''#7,%?=?%7%7)(\$%7,5%#(')78G%8=)#8=&7%67,57('5%>G%('5%#\$(#8(7\$%733%#,%;K09T%7,5%|*%7?'E733)*3)#7('3'57?'?G%
- #S%2#&&#,%?%('%'7\$S%#\$(%#,%\$&'8(#*,%*+%>*R\$T%`=#36',(%7,5%*('')#,#,\$(=8(#*,7C(')#7&\$%
- #S%#,(')\$('5%#,%*?)?7,#^#,%?%7,5%8'73')*#,%?%\$=(5',(%&'7),#,%?'Q3')#',8'\$%>'G*,5%(''%8&7\$S\$)*6%#)'&'7('5%('%'#%#,(')7(#*,7&#%#)8)*\$E8=&(&7\$3'8(\$%*+%#=#67,#(#'7%7,5%*('')%7875'6#8#3=)\$=#(\$%7%('%'733)*3)#7('5'4'&'36',(7&#&'4'&#%+*)%\$(=5',(\$%#,%;K09%7(7#)6*#,(%
- #S%8*66#('5%(*%67R#,%?%&'7),#,%?%8*8*,'8(#*,\$%+*)%L7#)6*#,(%\$(=5',(\$%2#('%'\$=(5',(\$%7,5%+78=&(G%6'6>)'\$%7(%;K09%#
- =S%\$('8'',*%?%G%(*%\$('),?(''%('%'78''#,%?%7,5%&'7),#,%?%3)*8'\$S%
- 87,%67,7?'%\$(=5',(%>'74#*)%#,%788*)57,8'6%2#('%;K09%3*%#8G%
- #S%7>#%(*%67#,(7#,%*3',%8*66=#,87(#*,%2#('37)',(\$T%\$(=5',(\$T%('78''')\$T%7,5%756#,#\$(7(*)\$%

/\$(H%#&+&-\$(-+0#(+H60&\$X(#7"-7&Z&2&+(7"#6&.&#%(HZ-T#_.H6J2+P(3#3Z#7(-.:F/M(H+(KH&3-\$+(H,#,#7"-7&Z2#(-,+0#(-22-^&\$X)(

- +*)%,'2%+78=&(G%6'6>)'\$T%37)(#8#37(#*,%#,%7+78=&(G%2*)R\$''*3%#,%a3)#)#%*(%'('%'\$8''*%&G'7)'('G%>'?#,%('78''#,%?#,%('%'\$8''*%&#%
- 37)(#8#37(#*,%#,%+78=&(G%2*)R\$''*3%\$S=#,%7,5%a=?=\$(%#,%('%'\$=66')\$%>'(2'',%\$8''*%&G'7)\$%
- 2#&&#,%?,'\$S%(*%37)(#8#37('%'#,%0991%('78''')%2*)R\$''*3%\$7,5%8*#,'+)'8'\$%
- 37)(#8#37(#*,%7,5%&'75')\$''#3%#,%8=)#8=&=6%5'4'&'36',(%7\$%;K09%?)*2\$%
- 5'4'&'36',(%*+*#&'5%'Q3')#',8'\$%+*)%78''&7\$S%78''%\$'6'\$(')H%

%

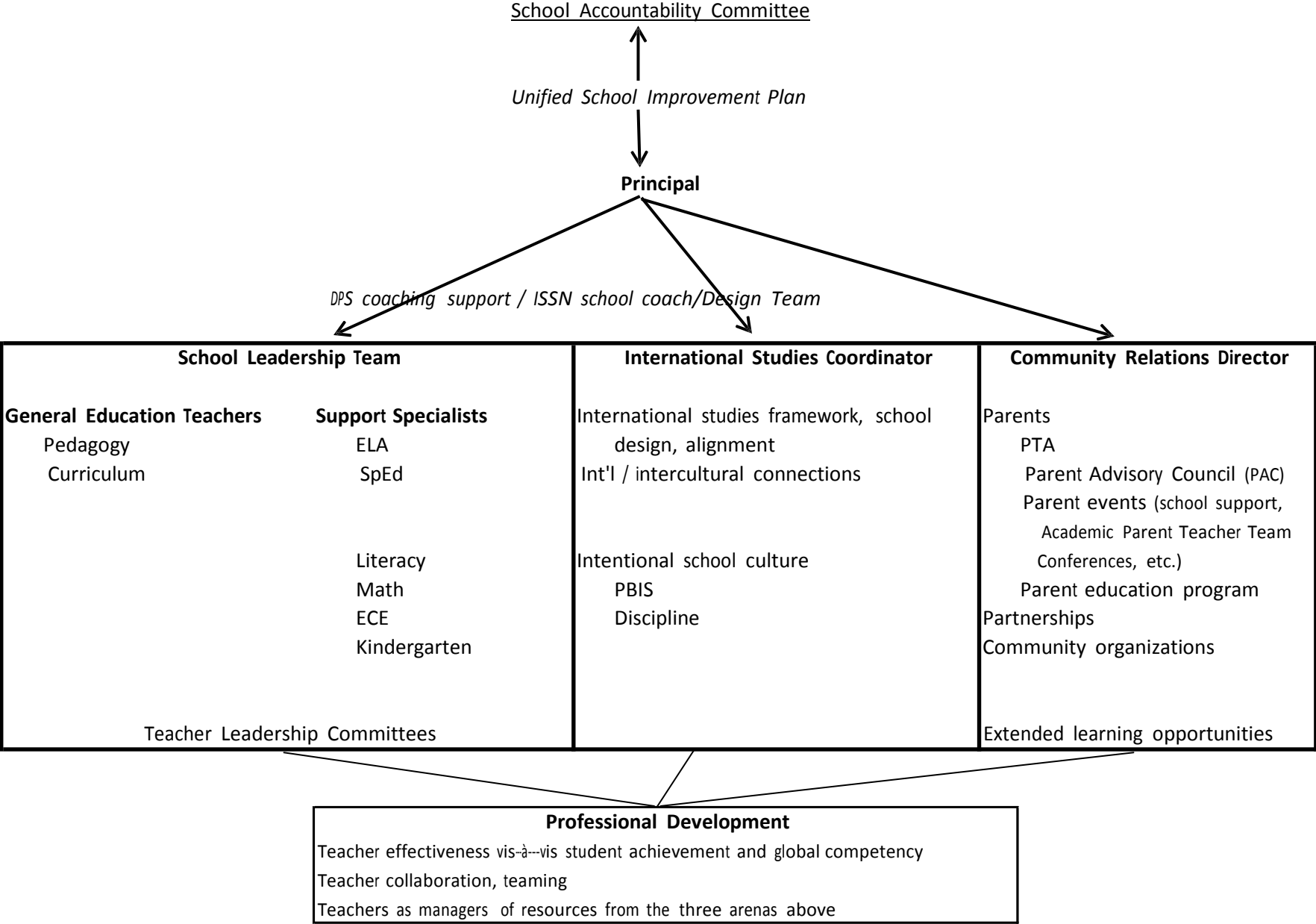
!"#\$%&'/(M6O--2(W,XH\$&bH+&-\$H2(FOH,+

%

%

%

Appendix I: School Organizational Chart



** Names of people filling personnel positions are not available; positions will be filled after proposal is approved.*

Appendix J: Staff Roster

The following positions are needed to fulfill the robust international studies school programming for the students enrolled in DCIS at Fairmont. Names of teachers and staff cannot be listed here because all the positions will be posted, although all existing Fairmont faculty and staff members will be invited to apply for these positions where their qualifications meet the requirements of the position they seek in the converted school.

- 1 Principal
- 1 International Studies Coordinator (teacher)
- 1 Community Relations Director (protech)
- 2 Office support staff
- 11 General education teachers (1-5)
- 1.5 Art teachers
 - 3 Literacy teachers
 - 3 ELA teachers
 - 1 Math support teacher
 - 1 Spanish language (world language)
- 1 Library Tech
- 2 Special education teachers
 - 1 Educational Specialist ' Indian Center
 - 1 Chinese instructional specialist (Confucius Institute)
- 5 BPS teacher interns
- 6 Classroom paraprofessionals
 - 1 Intentional school culture paraprofessional
- 0.4 Mental health
 - 0.2 Nurse
 - 3 ECE
 - 3 Kindergarten

The incremental growth of the faculty and staff will not be in large steps because when the Performance School plan is initiated in August of 2013 it will assume all the existing grades already in the school. Expected areas of growth include general education teachers (from 11 to 15), special education teachers (from 2 to 3), BPS interns (from 5 to 8), classroom paraprofessionals (from 6 to 7), and nurse (from 0.2 to 0.4).

%

!""#\$%&'(E)(F-J,7#(M6-"#(H\$(M#RJ#\$6#(

%

%

%

!"#\$%&'()*+,-./#(01,"#(2\$(0#3-#\$1#

		!-4-/S	0#"5#67#.	815,7#.	=,>#67#.	?#1#67#.	@2\$-2.<	A#7.-2.<	92.1:	!"_&;	92<
		!"	# \$! "	# \$! "	# \$! "	# \$! "	# \$! "	# \$! "	# \$! "	# \$! "	# \$! "
%&%	'((	G*+8.6:7H7G58+*4,:	"667.M58+71,	S.B*60	S.-B	&5BB84*+0	T55	U8F:			
)	(*+,-./0	(.84/2*4F7G,.9*4F7H7 ■-+*4F7I5-J:25K:	(,-4*4F7 .M58+7M55J:7 CK68:7 ;-.-.+*D,E	;54<+*/+54	38K,-73,4,:7 CN4+,-9*:/K6*4.-07 3/,4/,E	05,+0	"8+25-73+890				
1.+2		P4*+7#	P4*+7\$	P4*+7!	P4*+7"	P4*+7Q	P4*+7[	P4*+7V	P4*+7W		
3/,4/,			020:*/.6>7?,-,L7 A2,-,7H7 %D,-0@2,-,		(*,>73,4,: :		% \+,4:*54>73+89,4+7 N4]8*-0<M.: ,9				
35/*67 3+89*,:		&*D*/:X?*:+5-0>7 Y8-:,6D,:L7-.B*6*, :L7 =-*,49:		&*D*/:XZ,5F-.K20>7 356D*4F70-5M6,B:7 .497&5BB84*+0		% /545B*/:7A.J*4F7 /,-,75=758-7 4,*F2M5-2559					
#:+	(*+,-./0	(.84/2*4F7G,.9*4F7 H7I-+*4F7 ■5-J:25K:	)*9:7&.-,7 CN4+,-9*:/K6*4.-07 35/*673+89*, :E	3B.66715B,4+7 C;-.-.+*D,E	;54<+*/+54>7?5@7A5	;547S*/+*54>7"667'M58+	"8+25-73+890				
1.+2		P4*+7#> %:+.M6*:2*4F7 G58+*4,:	P4*+7\$> %D,-09.07P:,7 5=7;8BM,-:	P4*+7!>7R*:8.67 0.++, -4:L7;8BM,-7 0.++, -4:L7H7;8BM,-:	P4*+7"> 1,,:-8-,B,4+7 H7U.:*/7S-./+:	P4*+7Q>7O6-./,/ R.68,L7 ;8BM,-7 3+5-*, :L7H7 U.:*/7S-./+:	P4*+7V> Z,5B, +07H7 "+-M8 +,: :	P4*+7W> 1,4+-.67 "+*2B,+*/ L7154,0L7 H7	P4*+7^> O6-./,7 R.68,X7 S-./+*54 :	P4*+7#_>7',.-< %497G,D*,@7H7 "::,:B,4+	
3/,4/,			020:*/.6>70-5K,-+*, :	%.-+2>7" ,,+2,-		(*,>7N4D,:+*F.+*4F7 *4*B.6:7.497+2,*-7 ;,,,9:					
35/*67 3+89*,:			&*D*/:7>755K,-.+*54L7 G86,:L7.497 G,:K54:*M*6*+*, :		Z,5F-.K20X&*D*/:7> 1.K:7H7&86+8-, :	% /545B*/:7&25*/,:7 .M58+7-,:58-/, :					

!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#

		!-4-/5	0#"5#67#.	815,7#.	9,:#67#.	;#1#67#.	<2\$-2.=	>#7.-2.=	?2.1@	!"..&	?2=	
		!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#	
\$%&	'()*+,-.	'5%-0(%04L*,&(%04 14T+())(%04 T2+B602A6	7*+62%,34 8,+,)9*	82%:(-)(2%;4 <2=4>2	82%:(-)(2%;4?334 ?@25)	1A*,B4CA4 DE%)*+&(6-(A3(%,+4 12-(,341)5&(*6F	?5)02+41)5&.-;4 ?5)02+64,64/*%)2+6	72*)+.				
	/,.)0	C%()4#;4 85H@*+6414 L25)%%6	C%()4\$;4 ?&&()2%4 15@+,-)(2 %4[-,-)6	C%()4!;4 73,-*4 V,35*54 /2%*.54 >(H*	C%()4";4 ?&&()2%4 15@+,-)(2 %	C%()4U;4 %&4\$N4 10,A*6	C%()4W;4 T023*4b4 A*+,,)2%64 85H@*+4 1)2+(*6	C%()4Y;4 7,)))*+6414 L53*6	C%()4Z;4 [+,-)(2%6 /*,65+*H *)	C%()4#G;4 J*-(H,36414 73,-*4V,35* 644	C%()4##;4 T023*N 85H@*+4 A*+,,)2% 644	C%()4#;4 M*+NQ%&4 L*9(*=6414 QR)%%6(2%6
	1-(*%-*	'(:*;473,%%6		Q,+);0;4/,)*+(-,364,%& L2-B64		70.6(-,3;4125%&						
	12-(-,34 1)5&(*6		X*20+,AO.]<(6)2+.;4 ^2HH5%()(*6		^9(-6;4?5)02+().NN ^()a*%64,%&4*,&*+6		Q-2%2H(-6)X*20+,AO.] <(6)2+.;4Q-2%2H(*642:4 ^2HH5%()(*6					
!+&	'()*+,-.	'5%-0(%04 L*,&(%0414 T+())(%04 T2+B602A	82%:(-)(2%4 L*,&(%0414 J*6-(A)9*4 T+())(%0	L*,&(%04,%&4 T+())(%0472*)+.	[(-)2%4L*,&(%0414 8,+,)9*4T+())(%0	L*6*+,-0414 L*A2+)4T+())(%0	?5)02+41)5&.414 L*6A2%6*4)24 '()*+,,)5+*	/,B(%04,4J(:*+*%-*4 DE%)*+&(6-(A3(%,+4 12-(,341)5&(*6F				
	/,.)0	C%()4#;4 L25)%%654 L*9(*=S414 ?66*66H*%)	C%()4\$;4 ?&&(%0414 15@+,-)(% 04T023*4 85H@*+6	C%()4!;4 *%*,+4 /*,65+ *64 ?+*,	C%()4";4 /53)(A3(-,)(2%4 4J(9(6(2%	C%()4U;4 V,35*4(%4 T023*4 85H@*+6414 J*-(H,36	C%()4W;4 X*2H*+.	C%()4Y;4 /53)(A3 .414 J(9(&*	C%()4Z;4 [+,-)(2%6 /*,65+*H *)414J,,)	C%()4#G;4 7+2@, @3().K L*9(6)4M*+ '2%04 7+2P*-)6	C%()4##;4 7+2@, @3().K L*9(6)4M*+ '2%04 7+2P*-)6	
	1-(*%-*	'(:*;4'(:*4-. -3*6		Q,+);0;4`@P*-)64(%4)0*41B.		70.6(-,3;4Q3*-)-(-,34 1.6)*H6						
	12-(-,34 1)5&(*6		<(6)2+.]X*20+,AO.;4 T024(64^232+,&2_		<(6)2+.]X*20+,AO.;4 J*%9*+4<(6)2+.		^9(-6;4 L(00)6]L*6A2%6(@3()(*64 2:4P56)(-*					

!"#\$%&'()*+,-./#01,"#(2\$(0#3-#1#

		!-:~;/	0#";#<5#.	=1;5#.	>?#<5#.	@#1#<5#.	A2\$-2.6	4#5.-2.6	72.18	!"..89	726		
		!"#	!\$!"	!\$!"	!\$!"	!\$!"	!\$!"	!\$!"	!\$!"	!\$!"	!\$!"		
%&	'(%)*+,-	'+40,&(0B3 F)+5(0B393 A*(%0B33 A1*Z6&1?	N10[,(%103 F)+5(0B393 \0[1*D+%(10+23 A*(%0B3 A*(%0B	F)+5(0B3+053 A*(%0B3J1)%*-	H,(%103F)+5(0B393 N+**+%S)3A*(%0B	F)6)+*,&393 F)?1*%3A*(%0B	84%&1*3/%45-393 Y11Z3F)S)_6	:0)*B(W)53]0%)*5(6,(?2(0+*-3 /,)O,)^					
	-+%&	:0(%3#<3 Q)1D)%*(,3 H(B4*)6	:0(%3\$<3 >6)3 N4DK)*63 V*B+0(W)3 >+*+>	:0(%3!<3 :4%?(2-393 >(S(5)I)3 :X4+%(106393 82B)K*+>	:0(%3"3 >),(D+263 930&)(*)3 >6)6	:0(%37<3Y(B3 N4DK)*63 :6%(D+%(10@393 E1D?4+%(10	:0(%3T<3 >(S(6(10I3 -+?6I3 80B2)63	:0(%3G<3 H*+,%106393 >6)6I3 E&+O,)393 J*1K+K(2(%-	:0(%3U<3 J)*(D)%*3 938*))+>	:0(%3L<3 H*+,%106393 >),(D+26@393 J)*,)0%6	:0(%3#M<3 F)[?],%1 06393 /-DD)% *-3 E+?+,(%-	:0(%3##<3!>=> /&+?)63 A)(B&63 C124D)@393 E+?+,(%-	:0(%3#\$<3 F+%)6
	/,()O,)			'(I)<3:,16-6)D6			:+*%&<3E&+0B(0B3 :+*%&		J&-6(+2R:+*%&<3 J*1?)*%()63+053:0)*B-				
	/1,(+23 /%45)6	82<3\0%*13%13/1,(+23 /,)O,)63+053 J*(S+,-		Q)1B*+?&-R`6%1*-<3 N1*%&)+6%3 /14%&)+6%3+053 -(5_)6%		Q)1B*+?&-R`6%1*-<3 /14%&_6%3+053 A)6%3*)B(106							
7%&	'(%)*+,-	'+40,&(0B3 F)+5(0B393 A*(%0B33 A1*Z6&1?	N10[,(%103 F)+5(0B393:66+3 A*(%0B	F)+5(0B3+053 A*(%0B3J1)%*-	H,(%103F)+5(0B393 N+**+%S)3A*(%0B	/4*S(S1*3]0%)*5(6,(?2(0+*-3 /,)O,)^	F)6)+*,&393F)?1*%3 A*(%0B	84%&1*3/%45-393 '(%)*+*-3:66+-					
	-+%&	:0(%3#<3 N4DK)*3 O&)*1*-	:0(%3\$<3 :6%(D+%(103 93E1D?4%+3 %10	:0(%3!<3 :P?11*)3 Q)1D)%*-R3 8D)*,(+03 014*	:0(%3"3 >(S(6(1 >),(D+26@393 J)*,)0%6	:0(%37<3 H*+,%106393 >+,%138553 93/4K%*+,%3 H*+,%106	:0(%3T<3;6)3 >+,%138553 :P?10)0%6393 N)B+%(S)3 N4DK)*6	:0(%3G<3 H*+,%106393 F+%(16	:0(%3U<3 H*+,%106393 F+%(16	:0(%3L<3 E11*5(0+%) 6@38*))+3 C124D)@393 E+?+,(%-	:0(%3#M<3 >6(0B3 >+,%13 82B)K*+3 F10,)?%63	:0(%3#\$<3 J*1K+K(2(%- @3F+%(16@393 F+%)6	
	/,()O,)			J&-6(+2<3`)+%3+053 ,&+0B)63(03 D+%)*(+26		'(I)<3`4D+03Y15-3 /-6%)D6R+5+?%+%(10 6		:+*%&<3A)+%&)*3 /-6%)D6					
	/1,(+23 /%45)6	`(6%1*-RQ)1B*+?&-R :,10<3;:/3)P?21*+%(10R)+*2-3 6)%%2)D)0%6		`(6%1*-RE(S,6<3 8D)*,(+03 F)S124%(10		E(S,6<3J*1a),%3 E(W)ORA)3%&)3 J)1?2)3]Q1S)*OD)0%6^							

%

!'"#\$%&'*(M6O--2(FH2#%\$H,(H\$(M6O--2(:HP(M6O#%J2#(

!'"%;K09%7(%L7#)6*,(%87& ,57)%7,5%57#&G%8''5=&'%2#&&\$=33*)(%(''%\$8''**&@%\$'5=87(#* ,%3&7,%>G%3)*4#5#,?%7,%*33*)(=,#(G#%,%'4')G%8''**&%57G%+*)%\$(=5',(\$(%2*)R%*,%'7,5\$E*,T%7=(' ,(#8%#,(')5#\$8#3&#,7)G%3)*X'8(\$%('7%2#&&%>'3)'\$,'5%(*%7,%7=5#,8'H%#%9(=5',(\$%2#&&%7&\$*%\$(=5G%7%2*)&5%&7,=?7?'%N,?&#%'%*)%937,#\$''#,%'('%G*=,?'%&'4'&\$T%7,5%*(')%;K09%&7,=?7?'\$%#,%'(''=33)'%&'4'&\$1%57#&GH%0%7&\$*%\$=33*)(\$%*=)%3&7,%(*%'74'%7%2''*&'E8''#5%733)*78''(%%'5=87(#* ,%'('')*=?'%3)*4#5#,?%\$3'8#7&\$T%2''#8''# ,8&=5'%6=\$#8T%7)(T%7,5%3''G\$#87&%5=87(#* ,H%

M6O--2(FH2#%\$H,(

!'"%\$8''**&%G'7)%2#&&&>'%\$#6#&7)(%(''%;<9%87& ,57)%2#(''%\$(=5',(\$%)'3*)(#,%?%CUC%57G\$H%L*)%('78''')\$%(''%+*%&&'2#,%?%2#&&&>'%\$8''5=&'5%('')*=?'%(''%G'7)%+*)%67Q#6=6%>' ,'+#(%+*)%>'('%>78R27)5%\$3&7, #, ?%7,5%#,%)'\$3*,\$'*(%37)' ,(%# ,3=(J%

- ! '78''')\$@%'*%9G\$%5=#,?'%(''%G'7)%2#&&&+*%&&'2%(''%;<9%87& ,57)H%
- ! '78''')\$%2#&&&'3*)(%C\%57G\$%3')%\$8''**&%G'7)(%('7%2#&&&# ,8&=5'('%'+*%&&'2#,%?J%
- ! 9'4' ,%'('78''')E5#)'8('5%3&7, #, ?%57G\$%3)'75%>'(2' ,%'9'3('6>')%7,5%a3)%&&('7(%2#&&&# ,8&=5'('76%\$'7)# ,?%7,5%5#\$8=\$\$#* ,%*+%\$(=5' ,(%2*)R%7,5%3')+*)67,8'57(7T%# ,\$()=8(#* ,T%7\$'\$6' , (T%7,5%)'5#)'8(#* ,%*+%# ,\$()=8(#* ,%7,5%('76%3&7, #, ?%
- ! 9#Q%3)*+'\$3#* ,7&%5'4'&*36' ,(%57G\$T%+*=%)*+%2''#8''7)%3)# ,8#37&[5\$()#8(%5#)'8('5%7,5%(2*%5#)'8('5%>G%(''%98''**&% . '75')\$"#3!'76%
- ! ! '78''')\$%2#&&&'7((' ,5%A%(2*E57G%')')'7(\$%(*%5%*('76E=&#&5#,%?%7,5%>78R27)5%\$3&7, #, ?%*+%'(''%# ,(')5#\$8#3# ,7)G%=,#(\$T%* ,%'7%(''% ,5%*+%(''%\$8''**&%G'7)%7,5%* ,%3)#*%*(%(''%>'?# , #, ?%*+%'(''% , 'Q(\$8''**&%G'7)H%#%
- a55#(#* ,7&%8* ,+)' ,8'\$%7,5%('78''')%2*)R\$''3\$%('')*=?'%099%2#&&&>'%675%'747#&7>&'(%('78''')\$%+)*6%(#6'(%('6#%('')*=?'''*=(%(''%\$8''**&%G'7)%7,5%&7('%#,%S=, 'H%

M6O--2(:HP(M6O#%J2#(

:F/M?KH&,3-\$+(4,-"-7#%(M+J%#\$+(M6O#%J2#(
a-\$%HP(	GJ#7%HP(	Y#%\$#7%HP(	GOJ,7%HP(	K,%&%HP(
D)><?>)@A((	D)><?>)@A(	D)><?>)=A(	D)><?>)@A(	D)><?>)@A(
(
=A3i\$?a-, \$i\$X(3##+i\$X(	=A3i\$?a-, \$i\$X(3##+i\$X(	=A3i\$?a-, \$i\$X(3##+i\$X(	=A3i\$?a-, \$i\$X(3##+i\$X(	=A3i\$?a-, \$i\$X(3##+i\$X(
;)@AO,7?*&+#,H6P(	; )@AO,7?*&+#,H6P(	=O,?*&+#,H6P(	; )@AO,7?*&+#,H6P(	; )@AO,7?*&+#,H6P(
=O,?aH+O(	=O,?aH+O(	@A3i\$?aH+O(	=O,?aH+O(	=O,?aH+O(
@A3i\$?M"#6&H27U(@A3i\$?M"#6&H27U(;O,7?/\$+%,%&'2&\$H,P(M+J%#((@A3i\$?M"#6&H27U(@A3i\$?M"#6&H27U(
((((
@A3i\$?M"H\$&7OU(	@A3i\$?M"H\$&7OU1*:(	@A3i\$?M"H\$&7OU1*:(	@A3i\$?M"H\$&7OU1*:(	@A3i\$?M"H\$&7OU1*:(
1\$X2i70(*H\$XJHX#(		*J\$60U9#6#77(
:#T#2-"3#\$+((

%

=O,?/\$+#,%&7"2&\$H,P(M+J%c76\$U(7-6&H2(7+J%d((=O,?/\$+#,%&7"2&\$H,P(M+J%c76\$U(7-6&H2(7+J%d((1H,2P(9#2#H7#(-,(G#H6O#,(4-(=O,?/\$+#,%&7"2&\$H,P(M+J%c76\$U7-6&H2(7+J%d((=O,?/\$+#,%&7"2&\$H,P(M+J%c76\$U7-6&H2(7+J%d((
@A3i\$? *J\$6OU9#6#77( (	@A3i\$? *J\$6OU9#6#77( (	(	@A3i\$?*J\$6OU9#6#77( (	@A3i\$?*J\$6OU9#6#77((

%

%

%

:F/M?KH&,3-\$+(4,-"-7#%(G#H6O#,(M6O#%J)#!#(
a-\$%HP(D)<<?@)<<( (	GJ#7%HP(D)<<?@)<<( (	Y%#\$7%HP(D)<<?@)<<( (	GOJ,7%HP(D)<<?@)<<( (	K,%&HP(D)<<?@)<<((
><3i\$?Z#.-,#(76O--2( (	><3i\$?Z#.-,#(76O--2( (	><3i\$?Z#.-,#(76O--2( (	><3i\$?Z#.-,#(76O--2( (	><3i\$?Z#.-,#(76O--2((
=A3i\$?a-,,\$i\$X(3##+i\$X( (	=A3i\$?a-,,\$i\$X(3##+i\$X( (	=A3i\$?a-,,\$i\$X(3##+i\$X( (	=A3i\$?a-,,\$i\$X(3##+i\$X( (	=A3i\$?a-,,\$i\$X(3##+i\$X((
;)@AO,7?*&+#,H6P( (	; )@AO,7?*&+#,H6P( (	=O,?*&+#,H6P( (	; )@AO,7?*&+#,H6P( (	; )@AO,7?*&+#,H6P((
=O,?aH+O( (	=O,?aH+O( (	@A3i\$?aH+O( (	=O,?aH+O( (	=O,?aH+O((
@A3i\$?M"#6&H27U(G#H6O#,(42H\$&\$X((@A3i\$?M"#6&H27U(G#H6O#,(42H\$&\$X((;O,7?/\$+#,%&7"2&\$H,P(M+J%[(N&?2&\$XJ)H2((@A3i\$?M"#6&H27U(G#H6O#,(42H\$&\$X((@A3i\$?M"#6&H27U(G#H6O#,(42H\$&\$X((
@A3i\$?M"H\$&7OU1*:( (	@A3i\$?M"H\$&7OU1*:( (		@A3i\$?M"H\$&7OU1*:( (	@A3i\$?M"H\$&7OU1*:((
=O,?/\$+#,%&7"2&\$H,P(M+J%(c76\$U(7-6&H2(7+J%d((=O,?/\$+#,%&7"2&\$H,P(M+J%(c76\$U(7-6&H2(7+J%d((;e;A(O,7?G#H6O#,(4,-.#77i-\$H2(:#T#2-"3#\$+UM+H..(a##+i\$XU=H+H(G#H37((=O,?/\$+#,%&7"2&\$H,P(M+J%(c76\$U7-6&H2(7+J%d((=O,?/\$+#,%&7"2&\$H,P(M+J%(c76\$U7-6&H2(7+J%d((
@A3i\$? *J\$6OU9#6#77( (	@A3i\$? *J\$6OU9#6#77( (	@A3i\$? *J\$6OU9#6#77( (	@A3i\$?*J\$6OU9#6#77( (	@A3i\$?*J\$6OU9#6#77((
=A3i\$? :&773i77H2U=J+P( (	=A3i\$? :&773i77H2U=J+P( (	=A(3i\$? :&73i77H2U=J+P( (	=A3i\$? :&773i77H2U=J+P( (	=A3i\$?:&773i77H2U=J+P((

%

%