



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FY24 School Budget Development Guide

Fiscal Year 2024 (SY23-24)



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Introduction

Chancellor’s Letter

Letter forthcoming

FY24 Budget Guide Updates

This section provides a high-level overview of what is new or has changed in the DCPS school funding model and the budget development guide from Fiscal Year 2023 (FY23) to Fiscal Year 2024 (FY24).

At-risk Funding

In FY23, eligible schools received regular at-risk and over-age at-risk funds through the UPSFF and at-risk concentration funds through the DCPS student-based funding portion of the updated school budget model. In Spring 2022, the DC council allocated additional at-risk concentration funds to eligible DCPS schools to support schools with higher percentages of students considered at-risk. These funds were added to the FY23 budget totals after budgets were submitted by school principals.

In FY24, eligible schools will receive the additional at-risk concentration added by Council as an allocation through the Uniform Per Student Funding Formula (UPSFF) as part of initial school budget allocations. Through this provision, schools with 40% of students designated at-risk receive \$652 per student for each student over the 40% threshold. Schools with greater than 70% at-risk students receive an additional \$652 per student for each student over the 70% threshold. This per pupil amount is 5% of the UPSFF base amount.

Eligible schools will also continue to receive at-risk concentration funds through the DCPS student-based funding portion of the updated school budget model. Through the DCPS at-risk concentration funds schools will receive \$1,295 per student.

Mayor’s Recovery Funding (Implementation Year 2)

Many schools received additional one-time funding in FY23 known as Hold Harmless Funds and Mayor’s Recovery Funds. These funds provided stability to schools that were experiencing a significant decrease in budget or loss of purchasing power after being stabilized to their FY22 submitted budgets.

Stability is one of the key pillars of the DCPS School Funding Model. Therefore, DCPS will allocate Mayor’s Recovery Funds that will stabilize schools to 95% of schools’ FY23 submitted budgets inclusive of local one-time funds received by the school.

For example, if a school’s FY23 Updated Budget Model total was \$5,000,000, but the FY23 submitted budget total including one-time funds was \$5,500,000, then this school would be stabilized to 95% of the \$5,500,000 level, not the \$5,000,000 level. Thus, this school would receive \$225,000 in Mayor’s Recovery Funding in FY 24, bringing their FY24 initial allocation to \$5,225,000, which is 95% of \$5,500,000.

Budget Assistance

DCPS is re-establishing the Budget Assistance process for FY24 and will make available a limited amount of funds for school leaders who identify extenuating circumstances that are unmet by their initial school budget allocation. Budget assistance allocations are one-time, single-year allocations and will not be carried forward into the following budget year.

Principals should work with their superintendents to complete the FY24 Budget Assistance Form.

Start of FY24 P-Card Load (Window 1) as Part of Budget Submission

As part of the FY24 school budget submission, principals will be required to indicate the amount of a non-personnel budget line they want loaded to the P-Card to ensure expedient loading of P-Cards at the start of the fiscal year on October 1, 2023. This will replace the “Window 1” start of year load that typically occurs in November/December and is intended to ensure that schools will have an earlier ability to spend funds loaded to the P-Card.

Since these funds are part of an October 1, 2023 load, they will not be eligible to be advanced or reprogrammed over the summer. Principals are strongly encouraged to think through how much of a non-personnel line they wish to advance as part of this P-Card start of fiscal year load, since anything loaded to the P-Card as part of a school’s budget submission will not be available to advance.

For example, if a principal budgets \$10,000 in educational supplies, and loads \$4,000 to the P-Card for October 1, this means they would have \$6,000 available to advance or to retain on their budget for requisitioning. Of that available \$6,000, if the principal advances \$5,000, this means that on October 1 the school will have \$1,000 remaining available to requisition, as well as the \$4,000 loaded to the P-card. Any unused advance funds will be returned to the school’s budget midway through the school year.

Updated CSO and WTU Contracts

The updated CSO and WTU contracts require that the respective members of these collective bargaining agreements be paid higher administrative premiums and additional compensation rates. Schools are not required to budget for the additional rates but should carefully consider the number of hours needed in admin premium and budget at that level, applying the old rate. DCPS will set aside funding centrally to cover the higher rates that resulted from the updated collective bargaining agreements.

Mitigating the Impact of Inflation

For FY24, DCPS increased the base amount of the “Custodial Supply” and “Total NPS allocation” lines to all schools by 7.5%. For the NPS allocation, this was applied as a 7.5% increase at the established per-pupil amount, based on inflationary trends this school year. The Custodial Supply allocation is a level 2 flexibility and the Total NPS allocation is a level 3 - fully flexible allocation. Please note that the Total NPS allocation reflected on initial school allocations is the remaining amount after the library MOU contribution for public library services and identified administrative premium and overtime amounts are pre-budgeted.

Urban Teaching and Relay Resident Protocol

Schools must reach out to the teacher pipeline team prior to budgeting for a resident to confirm availability of a resident. For FY24, the two positions are also the same average cost, which should alleviate the budgeting ramifications should a school need to reprogram the position.

Virtual Twilight Programming

In FY24, schools with Twilight programming are receiving fewer grant dollars for their Twilight programming as there will be a centrally run virtual twilight academy that supports students across all schools.

Level 1 Flexibility Allocations

Special Education (Self – Contained)

Special Education Self-Contained staff (teachers, behavior techs, board-certified behavior analysts) are Level 1, while Special Education Inclusion teachers are Level 2. To see the full Special Education Section (both Self Contained and Inclusion) please see the [Level 2 Flexibility Section](#) for Special Education.

Library Programs

Purpose

DCPS continues to make significant investments in school library programs in the areas of reading, technology applications, and online learning tools. An effective school library program, implemented by a certified School Librarian, has a direct and positive impact on student learning.

Librarians Research shows that a strong library program is associated with a myriad of benefits to students, including increased achievement. DCPS Librarians support MTSS through programming in STEM, research, digital citizenship, and media literacy, and a culture of reading and achievement throughout the school.

- Support online learning by working with students and collaborating with teachers to leverage access to quality online reading materials
- Serve as a school based POC/Lead for educational technology resources: Canvas Sub-Account Administrator, Clever Tech Lead, school administrator for digital apps such as BrainPop
- Serve as the liaison between the school and DC Public Library
- Are the reading champions of the school, fostering a culture of reading and engagement?
- Work directly with DCPS Educational Technology to coordinate access, solutions, and problem-solving for applications
- Serve as the “Go-To” knowledge expert for the school, providing answers and/or recommendations to district-wide resources and best practices
- Support “reluctant readers” through a variety of interest-based activities such as book clubs, book buddy programs, and individual reading conferences.

Requirements/Restrictions

- Personnel*
- School Librarians must be licensed per the OSSE requirements for school Librarians.
 - All schools have been allocated at least a 1.0 Librarian which is a locked allocation.
 - The DCPS Library Programs team interviews all applicants to create a pool from which principals must select. The team works with schools to match candidates to schools.

Non-Personnel

- From every school’s Total Non-Personnel Allocation, \$21/student is locked as Library Funds for the DCPL MOU and electronic library services.
- These funds are earmarked for library reading materials. Central Library Programs will collect these specific funds from each school budget account to meet MOU requirements to provide equitable library and digital resources across the district.

How Funds Are Allocated

All schools are allocated funding for 1.0 Librarian. Due to building and library configuration, CHEC and Oyster-Adams are allocated funding for 2.0 Librarians. Schools are also allocated a library literacy budget of at least \$21/student for library materials to maintain the MOU partnership with DC Public Library for electronic/ print and online library applications.

Budgeting Recommendations

Align support for the school library with additional staffing as per personnel recommendation above. Provide funding to include needed supplies and technology resources for the library for student and staff engagement.

- Schools with more than 600 students should budget a library tech aide to support the school library program
- Schools with more than 1000 students should budget a second school Librarian position to support the school library program

- Recommended NPS for library supplies: School Librarians will need to secure specific supplies to process donated books and make repairs to the library collection. Recommended supplies may include:
 - Educational/General Supplies
 - Follett Destiny Barcode labels available from Follett School Solution
 - Clear Waterproof Labels for Protecting Barcodes
 - Bookends, 6 inches in height, heavy duty, multiple quantities
 - Vinyl Label Protectors, Round, 1-1/2 x 2 Inches to cover book spine labels, multiple quantities
 - Book Binding Repair Tape, variety of colors, 2-Inch by 15-Yard, Cloth Library
 - Book Hinging Repair Tape, Acid Free and Archival Safe
 - Folding book jacket covers in various sizes
 - Scotch Book Tape, 2.83 in. x 15 yd or longer to repair paperback books
 - Book display stands
 - Furniture/Fixtures
 - Single- or double-sided book cart
 - Printing (if done professionally, otherwise supplies for paper and ink)
 - Library Signage
- Recommended Technology
 - All schools' libraries must have an instructional laptop for use by the school librarian and a standalone device or desktop to use at the library circulation desk. Many schools must procure a second device for the library before the start of the SY23-24. In addition to the DCPS Laptop provided by Central Office to school librarians, the school must provide either a second laptop or desktop that meets the DCPS IT specifications to function as a library computerized check out station (Replace out-of-life-cycle library desk main computer with new laptop or desktop station)
 - Replace or order a second handheld Follett Barcode Scanner from Follett School Solutions to support the option to create a self-checkout station at the library desk
- Funds for the library should not be taken from arts, music, or world language programs
- Scheduling recommendations and sample schedules can be found on [Academic and Creative Empowerment Planning SharePoint](#)

Role of the Librarian

The School Librarian empowers and develops every student through a strong schoolwide culture of reading, information literacy, and technology fluency. The School Librarian is expected to be a collaborative instructional partner with every teacher. The School Librarian should also be an integral part of the school leadership team to develop a library program that is responsive to and supportive of school goals. The School Librarian is to be an effective program administrator, developing and managing the library collection and library programs to support student learning. To achieve this and to provide equitable access to library resources and instructional partnership, the School Librarian should have a flexible schedule and cannot be a teacher of record for any course. During SY21-22, schools with a designated Librarian professional or library aide staff member saw significantly higher utilization of district offered electronic eBooks.

Full time 1.0 School Librarian

- Supports online learning by working with students and collaborating with teachers to leverage access to quality online reading materials, serves as a school-based lead for Canvas, Clever, BrainPop, SORA, OverDrive, PebbleGo, etc.
- Serves as the liaison between the school and the DC Public Library
- Engages students and staff in research skills development, digital citizenship, and information literacy strategies
- Fosters a culture of reading and engagement
- Works directly with DCPS Educational Technology to coordinate access, solutions, and problem-solving for application
- Serves as the “Go To” knowledge expert for the school, providing answers and/or recommendations to district-wide resources and best practices
- Curates and facilitates the use of knowledge database(s) to support engagement with students and staff
- Manages the school library space which includes adding resources to the centralized library catalog, repairs to library books as needed, inventor of the library collection, collecting resources to be used in classrooms, collaborating with teachers to strengthen instruction and increase literacy, and any other duties that sustain and advances the school library program.

Role of the Library Tech Aide

The Library Tech Aide supports the school and the library by:

- Assisting the Library Media Specialist in ordering and maintaining library materials, supplies and equipment.
- Stores, maintains, manages, and discards materials according to standard procedures.
- Maintains schedules for use of computers, Library Media Center, books, and related reference materials.
- Helps maintain an orderly and functional room environment conducive to learning.
- Assists in coordinating events such as book fairs and planning activities that encourage and motivate students to read.
- Aids teachers in the instruction of information retrieval skills using the district’s centralized computerized library system.
- Presents educational information to students under the supervision of the school librarian or a qualified classroom teacher.
- Provides assistance to students in accessing research materials to support units of study.
- Assists in the instruction of staff and students in the use and operation of networked computers, software, and related resources.
- Assists teachers in the supervision of students using the Library Media Center and reviews the work of student helpers or service students.
- Reads aloud as required and provides book talks to groups of students.
- Processes, circulates, and shelves books and various learning materials.
- Stamps, labels, mends, and cleans library books and other learning resources. Helps conduct periodic inventories of book collection, materials, software, and equipment as assigned.

Central Support

Non-Financial

- Library Programs team handles the procurement of the library materials on behalf of schools via MOU requirements.
- Library Programs provide monthly PD meetings for School Librarian and support staff
- Library Programs team provides collection development support through analysis and recommendations for the library collection using computer-based reporting

Points of Contact

- Dr. Kevin M. Washburn, Director, Library Programs, ACE/OTL - Kevin.Washburn@k12.dc.gov, 202-680-2842
- Dr. Karen Cole, Deputy Chief, Academic and Creative Empowerment, OTL - Karen.Cole@k12.dc.gov

Helpful Resources

- Impact Standards for School Libraries and Librarians
- [OSSE Licensure Requirements](#)
- [Academic and Creative Empowerment Planning](#)

Title I Funding (Parental Involvement)

Title I Parent and Family Engagement Funds

The Title I Parental & Family Engagement funding for DCPS is 1% of the district's total Title I allocation. This allocation is distributed exclusively to Title I schools, also supplemental to their local funding, on a per-pupil basis based on the school's poverty enrollment. The funds must be used to support family engagement initiatives.

Allowable uses for Family Engagement Funds

An event does not qualify for funding from Title I Parent and Family Engagement money simply because parents will be in attendance – for example, 5th grade graduation or volunteer awards ceremony. Title I Parent and Family Engagement is specifically defined in the federal Every Student Succeeds Act (ESSA) to be used for helping families.

- (1) become more informed about Title I program expectations,
- (2) learn ways to help their children improve their academic achievement, and
- (3) encourage parent participation in school activities where academic achievement is demonstrated.

Expenditures should be planned in accordance with goals, objectives, and activities outlined in your school's Comprehensive School Plan. Parents and family members of Title I students must be consulted regarding Title I and program implementation plans. Examples of allowable Title I Parent and Family

Engagement expenditures with Title I funds include:

- Family literacy training.
- Parenting skills building.
- Meetings to engage parents in planning, development, and evaluation of Title I programs.
- Professional development for parents to enable all children in the school to meet State Performance Standards, during the regular school year and the summer.
- Translation of information into any language spoken by a significant percentage of the parents of Title I students.
- Reasonable expenditures for refreshments or food at parent workshops and trainings, particularly when parent involvement activities extend through mealtime. Typically, meetings over four hours may include a meal as well as meetings that extend through a mealtime.
- Instructional supplies and materials.
- Equipment and books to create a lending library collection for parents.
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions.
- Postage, communications, and printing to provide ongoing outreach and information services to parents; and
- Contracts with community-based organizations to provide parent involvement services more appropriately provided by an external agency.

Ongoing strategies that welcome families or seek to partner parents and classroom teachers to support student achievement are a better investment of school resources than “one-off” family-oriented events.

Points of Contact

- Divya Brown, Director of Grant Administration - divya.brown@k12.dc.gov
- Yiesha Thompson, Director of Monitoring and Program Support – yiesha.thompson@k12.dc.gov

Title II PD - Title Funding for Non-Title I Schools

How Title Funds are Allocated at Non-Title I Schools

Non-Title I Schools receive a per pupil allocation of Title II funding to be used for professional development. These funds are supplemental grant dollars which cannot be combined with local funds.

Title II, Professional Development For this reason, the Title II allocation is a Level 1 flexibility and locked into professional development. Schools work with their federal programs and grants team point of contact to spend funds on allowable goods/services throughout the year.

Purpose

Title II, Part A funds may be used to support professional development activities as described by Every Student Succeeds Act (ESSA). Funds may be used to provide training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

Title II funds for professional development can include teachers of every subject as well as all other school staff, from Principals to librarians to paraprofessionals. It also recognizes that educators learn best when they can collaborate and immediately apply what they learn by explicitly requiring ongoing job-embedded activities that improve instruction.

Non-Title I schools must use the following guidelines when developing their Title II professional development plan and budget.

Title II funds must be used to provide quality, sustained professional development staff/services that:

Title II, Programmatic Guidelines

- Are intensive and yield a positive and lasting impact on classroom instruction and teachers' performance.
- Are short-term workshops or conferences, supported with a sustainability plan articulated and approved in their Comprehensive School Plan.
- Improve and increase teachers' knowledge of subjects they teach, to include but not limited to, English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography, and health and physical education courses.
- Are an integral part of a school-wide improvement plan.
- Give teachers, Principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards.
- Improve classroom management skills.
- Support training of highly effective teachers.
- Advance teacher understanding of effective instructional strategies that are based on scientifically based research and include strategies for improving academic performance.
- Are aligned with and directly related to the content standards.
- Are developed with extensive participation of teachers, Principals, parents, and administrators.
- Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement.

Other allowable uses

- Provide training for teachers and Principals in the use of technology used to improve teaching and learning in academic subjects in which the teachers teach.
- Provide training to incorporate technology that enhances classroom instruction.
- Provide instruction in methods of teaching children with special needs.
- Provide instruction in the use of data and assessments to inform and instruct classroom practice.
- Attend conferences that are supported with a sustainability plan to ensure that essential information and strategies will have a lasting impact on classroom instruction.

- Payment of professional development activities that may include tuition and employee training to improve classroom instruction and/or teacher performance.

Non-allowable uses

- Provide direct services to students and parents.
- Purchase educational supplies, materials or equipment for student use; or
- Construct facilities.

- Divya Brown, Director of Grant Administration – divya.brown@k12.dc.gov
- Yiesha Thompson, Director of Monitoring and Program Support - yiesha.thompson@k12.dc.gov

Points of Contact

Pool Programming

Purpose

The ability to swim is an important life skill that should be afforded to as many students as possible. Some schools have athletic facilities that include pools, as follows. The following information applies to the below schools:

- Ballou HS
- Cardozo HS
- Dunbar HS
- Marie Reed ES
- Roosevelt HS
- Woodson HS

Staffing (Personnel Services)

DCPS partners with the Department of Parks and Recreation (DPR) to manage the safety and operations of the pools. Through this partnership, DPR will hire and staff pool managers and lifeguards. Schools that receive these funds will only be responsible for hiring a full-time certified Health and Physical Education teacher with a Water Safety Instructor's endorsement.

Allocation and Budgeting (Non-Personnel Services)

- Schools will be allocated \$5,000 in supply funds for pool supplies. These funds should be budgeted into Recreation supplies/materials and used by the school to purchase the supplies and materials needed for swimming instruction.
- Schools will receive \$140,940.74 (Marie Reed \$97,600.08) for the DPR Memorandum of Understanding (MOU) agreement. These funds are locked into contractual services and moved to the Central Office budget as part of the MOU.

Flexibilities and Restrictions

Pool supply funds may only be used to support swimming instruction.

Health and PE teachers who teach swimming courses should only teach swimming courses and should not be asked to teach other PE courses. The Pool Health and PE teacher can teach PE2 students during their swim unit.

Elementary Expansion Swim Program

Students from the below 48 schools will travel to nearby pools for swim instruction. Funds for this program are allocated to the schools exclusively to support the program.

SY23-24 Schools Participating in Elementary Expansion			
Whitlock ES	Beers ES	Burrville ES	CW Harris ES
Drew ES	Excel Academy	Garfield ES	Hendley ES
Ketcham ES	King ES	Malcolm X ES	Randle Highlands ES
Simon ES	Thomas ES	Turner ES	Van Ness ES
Barnard ES	Brightwood ES	Browne EC	Burroughs ES
Capitol Hill Montessori EC	Cleveland ES	Cooke ES	Dorothy Height ES
Garrison ES	LaSalle Backus ES	Leckie EC	John Lewis ES
Ludlow-Taylor ES	Noyes ES	Patterson ES	Payne ES
Raymond EC	Ross ES	Seaton ES	SWWFS EC
Tyler ES	Walker-Jones EC	Wheatley ES	Whittier ES

Bancroft ES	Boone ES	Bruce Monroe ES	JO Wilson ES
Langdon ES	Kimball ES	Plummer ES	Powell ES

Participating schools will be allocated funding to support the program for the following items, to be shared across the 48 schools and managed by the Health and PE team in the Office of Teaching and Learning:

- ET-15 PE Aquatics teacher
- Aquatics specialist
- Transportation funding
- Supply money
 - Swimming equipment* (extra swimsuits, goggles, swim caps, and towels)
 - Instructional materials (kickboards, buoys, noodles, etc.)

These funds cannot be repurposed to support any other programs or positions. DPR will provide lifeguard and pool operator staffing at their pool sites. Participating schools must have one teacher to assist in the pool during instruction.

Points of Contact

- Miriam Kenyon, Director, Health and Physical Education - miriam.kenyon@k12.dc.gov
- DPR Point of Contact: DPR Aquatics Division, 202.671.1289

Credit Recovery

Program Purpose

Credit recovery is an alternative to course repetition for students who have previously failed a course required for high school graduation. Credit recovery targets the course standards in which students are deficient and allows students to work through the content in a self-paced, proficiency-based manner. All high school students who fail a course required for graduation (DCPS 24-CU diploma) may be considered for enrollment in credit recovery. Credit recovery allows students an opportunity to earn course credit by demonstrating mastery of content at the same level of rigor as the original course, consistent with DCPS curriculum. This allows students who fail a graduation required course to continue to stay on-track or get back on-track for a timely graduation.

How Funds Are Allocated

In FY24, a total of 17 schools will receive Credit Recovery funds as a program grant. Funding allocations are based on size of school, number of failures and anticipated course recovery needs, and program and funding usage during the prior year.

Credit recovery programming is formally offered and funded at the following schools:

Anacostia HS	Coolidge HS	Phelps ACE HS
Ballou HS	Dunbar HS	Roosevelt HS
Bard Early College HS	Eastern HS	Ron Brown College Prep HS
Cardozo HS	Jackson Reed HS	Woodson HS
Columbia Heights EC	MacArthur HS	

Opportunity Academies – Ballou STAY, Luke C. Moore, Roosevelt STAY – will receive credit recovery funding as well. They do not offer credit recovery classes but have flexibility to use these funds to support other forms of academic recovery. If students need credit recovery courses, but attend a school that does not offer programming, those students can cross-enroll in an available program at another school upon approval from that program’s coordinator and applicable teacher.

- In some limited instances, schools without formal credit recovery programming can offer credit recovery programming if there is a student need but must fund it with their own admin premium. A program proposal must be submitted and approved by central office (SASS and Student Engagement divisions).

Requirements and Staffing Guidance

The credit recovery budget allows schools to provide administrative premium to compensate credit recovery teachers. Instruction can take place after school or before school, and students must attend a minimum of three sessions per week. Student enrollment can take place on an ongoing basis throughout the year, and students should be awarded a grade and withdrawn from credit recovery once they complete all required elements of the course, rather than at a pre-determined interval. As this allocation is connected to DCPS Graduation Requirements, funds must be exclusively used for supporting credit recovery.

The default staffing model for DCPS credit recovery courses shall be as follows:

- Credit recovery classrooms shall be staffed by teachers certified in relevant content area(s).
- Credit recovery classrooms may contain students who are working on different courses, provided that the teacher is certified to instruct across all courses within her/his classroom.

- The teacher to student ratio should not exceed 1:15 in credit recovery classes, if the teacher is teaching up to two courses at the same time. Teachers may be responsible for teaching up to three courses at a time but may only serve a total of 30 students across the three courses.
- Credit recovery teachers are compensated \$60/hour in administrative premium and should be provided 30 minutes of paid planning time for every three hours of teaching time.
- An administrator and security must remain on site during credit recovery program hours.
- Each high school will develop its own schedule for credit recovery courses and submit that schedule to the Student Engagement division for approval.
- Each school should designate a staff member to coordinate credit recovery and monitor the program (see Menus of Options for staffing suggestions).

Budgeting/Spending Recommendations

Since credit recovery programming has ongoing entry and is self-paced, the length of each class is difficult to determine; however, schools should anticipate that most courses will operate for at least three terms. The table below details the cost (per teacher) for several different scenarios. Please note, the numbers below are estimates and may vary slightly based on the total days in each term, length of course, etc.

Minutes/day	Days per week	Planning time (Hrs)	Length (weeks)	Admin Premium	Cost
60	4	0.7	36	\$60	\$10,080.00
90	4	1	36	\$60	\$ 15,120.00
120	4	1.3	36	\$60	\$ 20,160.00
180	4	2	36	\$60	\$ 30,240.00

Schools should create a plan for credit recovery at the beginning of the year to determine which courses they are able to offer. This plan should be based on student need, teacher availability, and the number of courses they can afford within their budget allocation.

Menus of Options

Schools have the following scheduling and staffing flexibilities:

- **Length of Class:** It is recommended that credit recovery courses take place for 60 – 120 minutes per day.
- **Classes per week:** Classes can meet three to five days each week. It is recommended that classes meet at least four days each week.
- **Multiple teachers:** School can choose to hire multiple teachers to co-teach a course. Depending on budget and student need, a school could have two full teachers for the course, or the teachers could “split” a class (e.g., each teacher teaches two days per week).
- **Teacher aides:** Schools also have the option to hire an aide (e.g., EL teacher or SPED support) to provide targeted support to students as needed.
- **Courses per Teacher:** One teacher can teach multiple courses within the same content area simultaneously, as long as they are certified in all subject areas and do not exceed a 30:1 student ratio across all courses.
- **Program Coordination:** It is highly recommended that each school have a designated staff member to monitor and coordinate the program. This can be a teacher, administrator, Pathways Coordinator, or other support staff.
 - If the coordinator is a WTU member, and is supporting credit recovery outside of, or in addition their tour of duty hours, they are eligible to earn Admin Premium.
 - If the coordinator is not a WTU member, they should work with their Administrator to create a flexible schedule to ensure they are not working excessive hours.
- Principals may supplement their credit recovery allocation by using additional administrative premium funds to expand or improve the program, such as hiring additional staff or purchasing additional resources.

Central Support

Central Services provides BOY teacher training and professional development opportunities for Program Coordinators monthly during the school year. Credit recovery coordinators are also included on relevant Central Office newsletters (e.g., College Prep, Counseling Weekly).

Points of Contact

- Shemia Anderson, Manager Graduation, Office of Secondary Schools - shemia.anderson@k12.dc.gov
- Liz Wiemers, Director of Student Engagement, Office of Secondary Schools - elizabeth.wiemers@k12.dc.gov

Helpful Resources

[DCPS Credit Recovery Policy](#)

NAF

Purpose

DCPS currently has 21 NAF Academies (formerly known as National Academy Foundation) across 11 schools. The academy model is embedded with strong college and industry partnerships, internships, and rigorous curricula that culminate in industry-recognized certifications. All Academies are supported by Industry Advisory Boards whose members include local business leaders.

NAF Academies may receive funding support from both the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) grant and the DC Career Academy Network (DC CAN) grant. Please refer to the “Career Education- Perkins Grant Supported” section of the Guide for relevant information.

Program Guidance

OSSE requires NAF Academies to have a Director (NAF Academy Director, ET-6). Multiple Academies *Requirements* within the same school may share a Director, per the College and Career Programs Division’s approval. In some cases, the Director positions are funded externally (DC CAN or other grant) for the first two years, after which point the unit cost of a position will be added to school’s budget as part of their allocation to cover the Director position. These positions are required to ensure sustainability of the program, and Principals must use the funds as allocated.

The College and Career Programs Division requires NAF Academies to have Career Technical Education teachers (CTE Teacher, ET-15, unless otherwise noted) to sustain a quality program and schedule to required course offerings, as determined by a school’s master schedule. NAF Academy program requirements are as follows:

- Students participate in 3-4 themed courses in sequence as well as take certain core academic classes in cohorts, at times determined by a school’s master schedule.
- Programs start on the first day of school and end on the last full day of the school year.
- NAF Academies are offered to high school students in grades 9th through 12th; schools determine if students begin their NAF Academy experiences and coursework in either 9th or 10th grade.
- The curriculum for the 3-4 themed courses is determined by the theme of the Academy (e.g., Engineering, IT, Health Sciences, Hospitality).

Personnel

How Funds Are Allocated

Non-Personnel All NAF related positions NAF Directors (ET-6), NAF Academy Managers (ET-8) and/or NAF Academy Coordinators (ET-10) are allocated and pre-loaded onto school budgets in the budgeting application based on advisory of the College and Career Programs Division in the Office of Secondary Schools and consultation with school leaders.

All Academies will have access to OSSE DC CAN Academy Activity Funds through central services (CTE Department); the amount Academies receive will vary based on Academy outcomes and compliance. These funds may be spent on supplies, professional development, equipment, marketing, and activities

intended to support the success of students in the program. DC CAN grant funds are managed and controlled by the District’s CTE Director.

Career Academies are also eligible to receive Perkins grant funds: See “Career Education- Perkins Grant Supported” section of the Guide for relevant information.

Menus of Options

Assistant Principal – If schools wish to have an Assistant Principal over the Academy, Principals should contact the College and Career Programs Division to discuss this option. To budget for the position, Principals should submit a petition and use flexible funding on to budget for the increased cost above the NAF Academy Director role. Unlike NAF Directors, Assistant Principals have evaluative authority and are required to hold OSSE Administrative licensure. As there is no specific AP-NAF Academy position, Principals should select the appropriate Assistant Principal position that fits their program. This Assistant Principal should primarily oversee the NAF Academy.

Central Support

Financial: Utilizing the centrally managed Perkins grants, the College and Career Programs Division supports the purchasing of supplies, professional development, equipment, marketing, and activities intended to support the success of students in the program. Requested Non-Personnel Services Funds must be spent on allowable uses according to Perkins Grant.

Non-Financial

The College and Career Programs Division at Central supports operations and implementation of Career Education programs, including but not limited to data collection and feedback reporting, professional learning and development, and management coaching and training. Additionally, they provide budget management and support to meet annual funding goals.

Points of Contact

- Sarah Navarro, Senior Deputy Chief, Secondary Schools - sarah.navarro@k12.dc.gov
- Clifton Martin, Director, Career Education Programs - clifton.martin@k12.dc.gov

Helpful Resources

[DCPS CTE Website](#)

Ninth Grade Academies (NGA)

Purpose

Ninth grade academies nurture first-year ninth grade students, so they transition successfully to high school, promotion, graduation, college, and career. Progress and results are measured by the following student outcomes:

- On-track to promote rates each term and final promotion rates after summer school of each year.
- School attendance as measured by an average in-seat attendance rate.
- Student conduct and behavior as evidenced by the number of student suspensions and in active student engagement in academic tasks.

Effective Ninth Grade Academies in DCPS provide rich, responsive, and well-rounded educational experiences for students transitioning from eighth grade to succeed in ninth grade and beyond. Personalized instruction ensures that students have meaningful reasons to engage in school and that they experience energetic learning and work toward their individual and shared goals for future studies and careers. Successful Academies have strong student to adult connections, clear expectations of all facets of schooling create, and maintain a high-quality learning environment. The participating schools are Anacostia, Ballou, Cardozo, Coolidge, Eastern, Dunbar, Ron Brown, Roosevelt, and Woodson High Schools.

Program Guidance

Requirements

- The Ninth Grade Academies program is subject to terms of the Title I grant which funds it.
- Academy APs must be fully dedicated to academy implementation with additional duties as time permits.
- Academy money must go directly to support academy students, teachers, and staff, and spend plans must meet the terms of the Title I grant.
- DCPS offers this program as a strategy to increase the number of ninth graders who graduate from high school in four years. The schools that currently have this program – Anacostia, Ballou, Cardozo, Coolidge, Eastern, Dunbar, Ron Brown, Roosevelt, and Woodson High Schools – have a demonstrated need in this area.

NGA students are first-time 9th grade students who are registered in English 1 in the current school year. English 1 and at least 6 credits are required for promotion to the 10th grade and for graduation. “First-time 9th grade student” is defined as a student whose first 9th grade year is the current school year. Students receiving special education services with 20+ hours on their IEPs who are in self-contained classrooms and EL level 1 students are excluded.

How Funds Are Allocated

Every school is allocated an Assistant Principal to oversee academy operations, evaluate staff, and support students. Additionally, each academy is allocated a specific amount of administrative premium and non-personnel dollars relative to their size to fund academy operations and activities.

Menus of Options (Flexibilities)

Ninth Grade Academies spend their funds according to spend plans they create annually. There are no changes schools can make to allocations during the budget development process. However, adjustments can be made throughout the year as each academy AP works with the NGA central coordinator to reprogram funds to where they foresee the most need and based on where the school spent the most money the previous fiscal year. See the spending guidance included in helpful resources for more information.

Central Support

Each academy is allocated their own NPS and PS funds from the Title I grant. No additional financial support from central is provided.

Financial

Non-Financial The Director of Ninth Grade Academies leads on-going, job-embedded professional development for ninth grade academy APs focusing on: leadership, facilitation skills, feedback to teachers, instructional practices, student engagement, cultural competence, DCPS curriculum and assessments, consistent grading practices, and routine analysis of all data used to measure student progress.

Points of Contact

- Chrisanne LaHue, Director, Ninth Grade Academies - chrisanne.lahue@k12.dc.gov
- Sara Hassan, Director, Ninth Grade Academies - sara.hassan@k12.dc.gov

Helpful Resources

- [Ninth Grade Academy Handbook](#)
- [Ninth Grade Academies Spending Guidance](#)

JROTC

Purpose

Army Junior Reserve Officers' Training Corps (AJROTC) or Navy JROTC (collectively, "JROTC") is a dynamic, challenging, and rewarding leadership development program based on the principles of performance-based, learner-centered education that promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, conflict resolution, and critical thinking techniques.

Program Guidance

In the agreement between DCPS and the Department of Defense, JROTC programs must be staffed with two instructors:

- Senior Instructor (Teacher – JROTC Department Chairman) who is a commissioned officer; and
- Instructor who is a non-commissioned officer (Teacher – JROTC Instructor).

Unless otherwise noted, both Instructors must be ET-15 positions with a bachelor's degree and higher or EG-9 with a minimum of an associate degree.

If a JROTC program has had two consecutive years with enrollment greater than 150 students, a third Instructor may be added in the third year, pending approval from DCPS and appropriate branch of US Military.

How Funds Are Allocated

The JROTC instructor's salary is funded through a cost-sharing agreement with the U.S. Department of Defense unless the program is classified as an NDCC (National Defense Cadet Corps) program. DCPS schools pay the equivalent of a full-time position and the Department of Defense reimburses per the cost-share agreement.

Under the advisory of the College and Career Programs Division in the Office of Secondary Schools and consultation with school leaders, JROTC Instructors will be pre-populated in your budget. This position cannot be removed without loss of funding.

Central Support

Financial

Central provides limited support for physical training uniforms and the City-Wide Dining Out event.

Non-Financial

The JROTC team within Central provides curriculum, teacher support, and IT equipment for JROTC classrooms. The JROTC team also leads the JROTC Cadet Leadership Challenge Summer Camp, available to JROTC students based on availability.

Points of Contact

- Sarah Navarro, Senior Deputy Chief, Office of Secondary Schools - sarah.navarro@k12.dc.gov
- Colonel (Retired) Martin Compton, Director, JROTC, Office of the Secondary Schools - martin.compton@k12.dc.gov
- Federico Boyce, Specialist, JROTC, Operations and Training - federico.boyce@k12.dc.gov

Helpful Resources

[U.S. Army Junior ROTC Website](#)

International Baccalaureate (IB)

Purpose

DCPS continues to support International Baccalaureate (IB) programs across the school district to provide access to rigorous and internationally recognized academic programming. IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB schools receive ongoing, IB-accredited professional development in support of IB's approach to teaching and learning, including developing students who are global-minded, critical thinkers.

Program Guidance

The following chart describes staffing requirements for the authorized IB programs. These requirements are mandated by the International Baccalaureate Organization and are required for schools to maintain their IB World School status.

Program	PYP(Primary Years Programme)	MYP (Middle Years Programme Years 1-3)	MYP (Years 4-5)	DP (Diploma Programme)
Schools that are IB-authorized or expected to be authorized for SY 21-22	Shepherd ES Thomson ES Turner ES	Deal MS Eliot-Hine MS	Eastern HS	Banneker HS Eastern HS
IB Coordinator requirements	IB Coordinator (ET-10 or higher)	IB Coordinator (ET-10 or higher)	IB Coordinator (ET-10 or higher)	IB Coordinator (ET-10 or higher)
Classroom teacher requirements	Classroom teachers for all grade levels	Classroom teachers for all grade levels; all content areas	Teachers for each six groups of study	Teachers for each six groups of study

World Language/CAS requirement This position has been filled by the IB Coordinator, a volunteer teacher, or a TLI position- this varies by school.	At least 1.0 FTE World Language teacher	At least 2 World Language teachers (must service the whole school, the entire year)	At least two World Language teachers to service MYP	CAS (Community, Action, Service) Coordinator- project for IB Diploma candidates at Eastern and Banneker.
Additional staffing requirement	Art Education: Physical, Art and Music teacher	Arts, Physical Education, Technology staff	Personal Project Coordinator (IB Coordinator supports either a teacher or librarian who takes on this role).	Extended Essay Supervisor (IB Coordinator supports either a teacher or librarian who takes on this role).
School Librarian requirement	School Librarian	School Librarian	N/A (Serviced by Diploma Programme)	School Librarian

Non-Personnel Services (NPS) Budget Allocations

Schools will receive an allocation line item “IB Funds.” This line is inclusive of the chart below and once budgets are submitted, the “IB Funds” will be moved into the appropriate budget lines by the school budgeting team based on the below spend plan.

The following chart describes what is funded in the “IB Funds” line allocated to schools.

* Procurement for this budget item is managed by Central Office on behalf of the school.

IB Budget Item	How Item is Allocated
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<i>*IB Certificate Renewal:</i> Required annually for IB schools	Each IB program has a different annual program fee. Allocated based on school IB program and IB fee schedule.
<i>*Mid-Atlantic Association of IB World Schools Fee (IBMA):</i> Provides member benefits including access to professional development and IB coordinator network	Allocated equally to each school for their IBMA membership per the IBMA fee schedule.
<i>*IB Professional Development:</i> Professional development for staff required by IB to maintain IB status.	Schools funds are allocated based on the number of IB programs they have, the number of IB students at a school, teacher turnover, and other PD requirements needed to maintain IB status.
<i>*IB Authorization Visit:</i> Required evaluation for each IB program every 5 years.	Allocated to each school every five years (schedule varies by school) based on the IB fee schedule
IB Curricular Materials	Allocated equally for each IB program. Adjustments made for Eastern who has two IB programs (MYP and DP).
Diploma Programme only	How Item is Allocated
IB Exam Shipping Fees	Allocated to DP schools for shipping their exams. Allocated based on anticipated number of students who will be taking IB external assessments.
<i>*Diploma Fees: IB student examination fees</i>	Allocated to DP schools (Eastern and Banneker) based on historical data and predictions on the number of students who will take IB external exams. This does not include students who qualify for free and reduced meals (FARM). OSSE pays those exam fees

Financial

Central Support

Non-Financial

Based on available funds, the Office of Teaching and Learning may provide opportunities for NPS support, such as teacher professional development for IB schools.

The Office of Teaching and Learning provides direct support to IB schools, by serving as an intermediary between IB and the schools as needed, supporting procurement as IB’s central billing contact,

submitting IB requisitions for all schools and coordinating district-wide IB showcases and events. Additionally, the Office of Teaching and Learning supports school IB coordinators through collaborative IB coordinator meetings and direct individual support.

Points of Contact

- Bianca Duphey, Director, Academic Innovations - bianca.duphey@k12.dc.gov
- Kirsten Hagen, Manager, Global Education - kirsten.hagen@k12.dc.gov
- Caroline Faircloth, Specialist, Global Studies - caroline.faircloth@k12.dc.gov

Helpful Resources

Schools can learn more about International Baccalaureate at <https://www.ibo.org/>.

Twilight

Purpose

Through the provision of Title I funding the Twilight program offers opportunities for students to participate in original credit courses outside of the traditional school day at selected high schools. The Twilight program allows students who are behind in original course credits to get back on a timely path to graduation by providing more flexibility in scheduling and completing courses. Twilight classes are taken in addition to, and not in place of, a full schedule taken during the traditional school day. This means that any students enrolled in Twilight courses must also be enrolled in a full schedule during the traditional day. All students who need to earn one or more original credits to get on-track for graduation may be considered for enrollment in Twilight. Twilight cannot be used to accelerate the academic progress of a student who is on-track to graduate. Students earn original credits by meeting the required seat hours and successfully completing assignments, assessments, and expectations consistent with DCPS curriculum.

How Funds Are Allocated

In FY24, Twilight programming will be offered at all Title I comprehensive high schools. Beginning in SY22-23 central services will also offer virtual course offerings available to eligible students in DCPS. Central virtual courses will be funded through the Title 1 grant, with funds allocated specifically for central programming. Students can also cross-enroll in a Twilight program at another school if programming is not available at their home school. On a limited basis, and with approval from central office, schools are able to offer virtual Twilight classes as well.

SY23-24 High Schools with Twilight funding

Anacostia	Dunbar
Ballou	Eastern
Cardozo	Roosevelt
Columbia Heights	Ron Brown
Coolidge	Woodson

The exact amount of funding available to each school is determined based on past funding usage and projected student need. Typically, schools receive a similar allocation year-to-year. However, since the overall grant funding is spread across all participating schools, there can be shifts to allocations if schools use significantly more or less of the allocation in the previous fiscal year.

Restrictions

Twilight programing is funded by Title I funding and all funds must be exclusively used to compensate time spent in direct support of Twilight programming. A designated Twilight Coordinator or other designated staff member should track teacher time and must certify that all time billed to the Twilight fund was completed in service of Twilight programming.

Budgeting/Spending Recommendations

On average, a Twilight teacher position costs about \$9,500 per 1-credit course. This includes 120+ hours of instruction, plus planning time. Full credit courses can be scheduled across 1 or 2 terms and should align with the start and end dates of the term(s). A half (.5) credit costs roughly \$4,700 and can be scheduled across one or two terms. For more detailed information on cost please see the table below. Please note the numbers below are estimates and may vary slightly based on the total instructional days in each term.

Course credit	Length of course	Instructional hours / week	Planning per week	Admin Premium	# of weeks	Cost per class
1	1 term	15	2.5	\$60/hour	9	\$ 9,450.00

1	2 terms	7.5	1	\$60/hour	18	\$ 9,450.00
0.5	1 term	7.5	1	\$60/hour	9	\$ 4,725.00
0.5	2 terms	3.75	0.5	\$60/hour	18	\$ 4,725.00

Twilight funding operates on the Fiscal Year timeline; schools that anticipate offering TW courses in term 1 of the following school year should ensure that they maintain ample funding in their budget to support programming through October 1.

Staffing Requirements and Menus of Options

School schedules and staffing will vary across schools. Schools have the flexibility to create a schedule that best addresses the needs of their students and accommodate teacher availability within their budget.

Each high school will develop its own schedule for Twilight courses based on the guidance below.

Twilight classes can be scheduled across one or two terms. Course schedules and student enrollment should align with the start and end date of the term(s) and semester. Courses must be scheduled in such a way that students are able to meet the minimum seat hour requirement – 60 hours (for a .5 credit course) or 120 hours (for a 1-credit course) – and must be staffed by a certified teacher.

- Twilight classrooms shall be staffed by a teacher certified in relevant content area.
- Teachers can only teach one Twilight course during a scheduled time block and may not combine courses; teachers are able to teach two separate sections of Twilight during the day (e.g., block 5 and block 6).
- Full (1.0) credit courses can be offered across 1 or 2 terms and can begin in any term.
- Half (.5) credit courses can be offered across 1 or 2 terms and can begin in any term.
- Courses offered across two terms must align with the start and end of the semester. Courses cannot be scheduled across term 2 - term 3.
- The teacher to student ratio should not exceed 1:30.
- Twilight teachers are compensated \$60/hour in administrative premium and should be provided 30 minutes of paid planning time for every three hours of teaching time to Twilight students that occurs outside of normal school hours.
- An administrator and security must remain on site during Twilight program hours.
- Students can cross-enroll and participate in Twilight programming at other schools, including virtual classes.

- It is recommended that schools designate a Twilight coordinator to oversee the program, such as the Pathways Coordinator, Counselor, or other student support team members.
- It is not recommended that schools staff a Twilight course with more than one full-time content teacher. If necessary, full, or part-time support staff can be hired to support EL students or students with IEPs.
- Principals may supplement their Twilight allocation by using additional administrative premium funds from their own budget to expand or improve the program.
- Twilight funds cannot be used for any other purpose. If schools feel that they will not use their entire Twilight budget or think they may require additional budget to fully fund the program, they should reach out to the Central Services POC to determine if reallocation is possible.

Schools should closely examine their student data at the beginning of the year and use the guiding questions below to help determine which courses they should offer via Twilight each year:

- How many students at the school need the course?
- Are there any potential graduates who need the course to graduate this year?
- Of the students who need the course, can any or all of them be scheduled to take the course during the regular school day without disrupting their schedule?
- Could the student cross-enroll at another school that is offering the course or in central virtual programming?

Schools should prioritize courses with a high student need, as well as any courses needed by student(s) for graduation that cannot be taken at another school, through central virtual programming, or during the school day.

Central Support

Central Services will support schools in monitoring teacher hours and submitting appropriate documentation of time worked per the Title I guidance. This will include providing coordinators with a timesheet for monitoring staff hours, an Admin Premium memo, reminders for documentation submission, and monitoring spending with individual follow-up as needed. Central Services will also provide teacher orientation for new teachers, and provide support for identifying eligible students, creating Twilight schedules, and trouble-shooting technology needs.

Point of Contact

- Liz Wiemers, Director, Student Engagement, Office of Secondary Schools - elizabeth.wiemers@k12.dc.gov
- Oluwaseyi Oseni, Specialist, Twilight, Office of Secondary Schools - oluwaseyi.oseni@k12.dc.gov

Helpful Resources

[Twilight Program Overview](#)

Title I Reading Specialists

Purpose

Reading Specialists have expertise in diagnosing and responding to students having difficulty with reading or writing at all levels. They are responsible for a caseload of approximately 25-30 students at a time. Reading specialists meet with students on varying schedules and group sizes, depending on students' needs. They also work collaboratively with classroom teachers and LEAP Leaders to support Tier 1 and 2 instruction in the classroom (e.g., collaboratively reviewing student data, providing resources to support needs-based, small group instruction).

**Schools that identify an educator that does not meet DCPS's qualifications (see [Budget Recommendations](#)) for a Reading Specialist can leverage educators' knowledgeable in the cognitive science of reading research as a Reading Teacher.*

Educators previously trained as Reading Recovery Teachers can be budgeted either as a reading specialist or a reading teacher based on their qualifications. Reading Recovery Teachers will not be a district supported position beginning in SY23-24.

How Funds Are Allocated

In FY24 the following schools receive a Title I-funded Reading Specialist or Reading Teacher:

OTL-Funded Reading Specialists/Teachers
<ul style="list-style-type: none">• C.W. Harris ES• Langley ES• Moten ES• Patterson ES• Stanton ES• Thomas ES

Schools may choose to budget for a Reading Specialist or Reading Teacher. The cost of the position is the average teacher cost.

Personnel

Budgeting Recommendations

- *Non-Personnel* New Reading Specialists must be hired out of a district-approved Reading Specialist candidate pool. The title of Reading Specialist is reserved for educators holding a master's degree in Reading.
- Schools wanting to hire an educator that does not hold a master's degree in Reading for a reading intervention-type role should budget for a Reading Teacher.

- It is strongly recommended that all schools with a Reading Specialist or Reading Teacher budget between \$500 and \$1,000 of educational supplies or electronic learning to purchase resources to support their intervention work. For guidance on suggested resources, please contact jason.moore3@k12.dc.gov.

Central Support

Reading Specialists and Reading Teachers are strongly encouraged to attend PD offered by the Office of Teaching and Learning. This includes English Language Arts sessions which are aligned to evidenced-based literacy practices and Reading Specialist/Teacher PD.

Points of Contact

- Emily Hammett, Director, Elementary ELA and Social Studies - emily.hammett@k12.dc.gov
- Shareen Cruz, Director, Early Literacy Strategy - shareen.cruz@k12.dc.gov
- Linda Randall, Director, Reading Recovery – linda.randall@k12.dc.gov

Level 2 Flexibility Allocations

School Mental Health

Purpose

The School Mental Health (SMH) Team ensures the clinical efficacy of services provided by School Psychologists and Social Workers including screening, early intervention, evidenced-based treatment and practice, assessment, professional development, and consultation. School Psychologists and Social Workers are hired for specific areas of work that support both academic and social-emotional growth. Their roles are defined and should be limited to their areas of expertise to ensure their contributions to students, staff, and the broader school community are effective. If a school wishes to change their school mental health allocation they can but must submit a petition that clearly outlines how services will still be provided. When submitting the petition, they must maintain a portion of the allocation and cannot reduce both positions to 0.

How Funds Are Allocated

The SMH team supports schools in determining mental health staffing models that best meet the needs of school communities using a two-part formula. The first part of the formula includes variables such as:

- Number of students (school size)
- Students receiving specialized instruction
- Students within Behavior & Education Support (BES) self-contained classes
- Economically Disadvantaged Enrollment
- In FY23, the second part of the formula included a review by the program team, where increases were made based on contextual knowledge of each school's unique needs. In FY24 however, DCPS used a hold harmless methodology instead. The hold harmless methodology compared what the formula would have allocated to the prior fiscal year (FY23) March submitted budgets. Where the formula would have decreased allocations from FY24 initial to FY23 submitted, the hold harmless methodology maintained the prior year staffing allocations. The hold harmless methodology did not allow for decreases in school psychologist or social worker staff allocations at schools. Only increases in staff allocations were allowed in this process.

The Role of School Psychologists

School psychologists are integral members of school-based multidisciplinary teams. They can help educators isolate student strengths and deficits, making targeted remediation possible. School psychologists also screen students who exhibit early warning indicators and collect data to determine the severity of student need at the lower tiers of a Multi-Tiered System of Support (MTSS). If concerns persist, school psychologists will complete psychological assessments to help school teams determine if students meet eligibility criteria for a disability classification for specialized instruction and related services.

The Role of Social Workers

Social workers are the only school-based mental health staff who are both licensed by the Department of Health (DOH) and the OSSE. They are trained to provide mental health evidenced-based treatments and practices to students and are best suited to provide behavior support services as prescribed on student's 504 Plans and Individual Education Program. Social workers also complete social work assessments, functional behavior assessments (FBAs) and behavior intervention plans (BIPs) to help school teams make data-informed decisions related to modifying behavior.

Allocation Flexibilities

School social workers and school psychologists are Level 2 flexibility allocations and any change must still ensure that school mental health needs are met for the school community based on the position roles below. No school will be allowed to petition away their allocation to zero (0).

Point of Contact

Nigel Jackson, Director, School Mental Health, Nigel.Jackson3@k12.dc.gov

School Counselors

Purpose

School Counselors design, develop, and implement a data-driven, comprehensive (PK-12) school counseling program to successfully prepare students to become global leaders in the 21st century. A comprehensive school counseling program serves the whole student by meeting academic, career, and social/emotional needs. PK-12 school counseling programs support students in achieving personal growth, acquiring positive social skills and values, setting informed career goals, and realizing academic potential to become productive, contributing members of a global community.

- Elementary School Counselors help students gain the knowledge, awareness, and skills to become healthy, safe, competent, and confident learners. By providing education, prevention, early identification, and intervention, Elementary School Counselors help all students achieve academic, social, and emotional success. Elementary School Counselors also teach students study skills, problem solving skills, emotional regulation, resilience, and help students successfully transition to middle school.
- Middle School Counselors help students discover college and career interests and support students in selecting appropriate and rigorous courses to earn high school credits in math and world language. Middle School Counselors also provide community service opportunities to eighth grade students so students can earn community service hours before high school. Middle School Counselors also help students successfully transition from middle school to high school.
- High School Counselors have a critical role in graduation requirements. High School Counselors schedule students to ensure they are placed in every course required for graduation. High School Counselors connect with students on an ongoing basis about their progress towards graduation requirements and hold formal annual meetings. High School Counselors also provide community service opportunities so students can complete 100-hours of community service before graduation. High School Counselors help students successfully transition to various post-secondary options, including college and career opportunities.

How Funds are Allocated

- Grades PK-5: Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for School Counselors.
- Grades 6-8: Schools are allocated a school counselor at a ratio of 1:400 rounding up to the nearest 0.5
Budgeting Requirements
- Grades 9-12: Schools are allocated a school counselor at a ratio of 1:250 rounding up to the nearest 0.5
Budgeting Recommendations

Schools must maintain allocation ratios budgeting 1:400 for grades 6-8 and 1:250 for grades 9-12.

It is recommended that schools budget at a 1:250 ratio across all grade levels. See the English Learner Budget Guide section for more information on bilingual counselors.

- School Counselors should spend 80% of their time providing direct services to students, including classroom lessons, small group counseling, and individual counseling. Counselors also provide school-wide programming to promote academic, career, and social/emotional development.

Role of the School Counselor

- School Counselors recognize and respond to the need for mental health services for all students. School Counselors offer instruction that enhances mental health awareness, provides appraisal and advisement for academic, career, and social/emotional development, provides short-term counseling interventions, and provides referrals to community resources for long-term counseling support.
- School Counselors can provide support to the building Homeless Liaison and SEL Lead.

Best Practices

- School Counselors should not serve as 504 Coordinator, Bullying Coordinator, Testing Coordinator, Attendance Lead, Hall Monitor, or Substitute Teachers.
- Since school counselors fill a specific role in the school, they should not be replaced by Social Workers, School Psychologists, College/Career Coordinators, Pathways Coordinators, Paraprofessionals, Assistant Principals, Behavior Technicians, or Deans who also fill specific roles at the school.
- The American School Counselor Association (ASCA) recommends every school has one school counselor for every 250 students. For bilingual/linguistically diverse students, the recommendation is one school counselor for every 100 students.

Financial Central Support

There is a small Central Office budget to purchase curriculum and resources for School Counselors.

Non-Financial Counselors receive a list of approved school counseling vendors and can submit their budget request (up to \$300) to DCPS.Counseling@k12.dc.gov. The counseling team will review budget requests and send approved materials directly to school counselors.

The School Counseling Team at Central Office provides professional development, coaching, leadership, and mentoring.

Points of Contact

- Fallon Dodson, School Counseling Manager, Office of Secondary Schools - fallon.dodson@k12.dc.gov

- Steve Rockey, School Counseling Coordinator, Office of Secondary Schools – steve.rockey@k12.dc.gov

Helpful Resources

- [The Role of the School Counselor](#)
- [Effectiveness of School Counseling](#)
- [Measuring the Impact of School Counselor Ratios on Student Outcomes](#)
- [The School Counselor and Student Mental Health](#)

English Learners

Purpose

Students identified as English Learners are entitled to receive federally mandated English as a Second Language (ESL) services. ESL/bilingual teachers and classroom support staff are allocated to meet the language needs of the EL students. This linguistic and academic support supplements the full scope of academic programming that all students in DCPS receive. The allocation of ESL Teachers and Bilingual Instructional Aides ensures all schools receive adequate resources, based on the size of the English Learner (EL) student population at their school and the language needs of the students.

When considering the staffing allocations and additional EL SBB funding, school leaders should work collaboratively with their ESL POC and Special Education Coordinator to ensure that all dually identified students (EL students with IEPs) are scheduled to receive adequate language support.

Requirements

EL students should have access to all programming offered within the school community. This relates to academic, related arts as well as extra-curricular opportunities. As ESL services are federally mandated, ESL teachers and the general education teachers should work together so that EL students have a clear academic plan that supports access to grade level content and appropriate supports for their language development throughout the day. EL requirements are included in the District of Columbia Municipal

Staffing Allocations Regulations ([DCMR](#)).

How Funds Are Allocated

EL Teachers: Schools receive allocations of ESL teachers based on the ratios below. Instructional positions allocated based on the number of projected EL students must be dedicated exclusively to work in service of the EL students and cannot be assigned for other purposes. Schools with a projected enrollment of 11 or fewer EL students at the elementary level or 10 or fewer at the secondary level will receive an allocation for an itinerant ESL teacher. This allocation of staff is managed by the Language

Acquisition Division (LAD). Itinerant ESL teachers are assigned to schools by the LAD and this allocation cannot be used for other purposes.

# of Students	Teacher Allocation
1-10 EL students	Itinerant EL teacher*
11-16 Students	Grades PK-5: 0.5 EL Teacher Grades 6-12: 1.0 EL Teacher for the initial allocation
17 Students +	# students/22 rounded up to the nearest 0.5 1 Teacher at 17-22 students 1.5 Teachers at 23-33 2.0 Teachers at 34-44

*Funding for the Itinerant EL teacher is on the school’s budget, but personnel are managed and deployed Centrally as are the associated EL SBB funds (see SBB EL Weight Allocation below).

Note: Dual-Language (DL) programs serve as the ESL Service Delivery Model for native Spanish-speaking EL students. Accordingly, an EL teacher allocation may be used for a DL position. All DL schools must ensure that additional ESL positions are held to support the language needs of EL students who speak languages other than Spanish. *This is in addition to the regular DL programming.*

ESL Teacher Responsibilities- School-Based ESL Teacher (Part-Time or Full-Time)

- The ESL teacher’s main responsibility is to provide English language development instruction with a focus on building skills in all four language domains (listening, speaking, reading, and writing) using the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards and following the DCPS curriculum. All ELs should receive appropriate ESL services as determined by LAD guidelines. Some students, depending on their ELP level and past educational experiences, may need additional support.
- ESL teachers are allocated to work with EL students. The ESL teachers must be dedicated exclusively to work in service of the EL students and cannot be assigned for other purposes.
- ESL teachers may provide supports through inclusion (effective inclusion requires dedicated collaborative planning time that is scheduled regularly), pull-out/small group instruction, content-based ESL (distinct language development and content classes), and DL instruction.
- ESL teachers should be assigned to specific grade levels as staffing permits.
- ESL, general education, and special education teachers should collaborate to develop appropriate academic plans for EL students in schools using an inclusion model.

ESL Teacher Responsibilities- Itinerant ESL Teacher (Part-Time or Full-Time)

- LAD assigns schools to Itinerant ESL teachers based on enrollment information available in August. School enrollment information and school assignments are updated as needed and are

subject to change. Principals will be informed of their assigned Itinerant ESL teacher prior to the opening of the school year.

- The Itinerant ESL teachers will collaborate with grade level classroom teachers to create a schedule that ensures appropriate ESL services for the EL students. As ESL services are federally mandated, classroom teachers must partner with the Itinerant ESL teacher to support student achievement and progress. Any questions or concerns regarding Itinerant ESL teachers should be directed rosanna.demamos@k12.dc.gov.
- Itinerant ESL teachers are assigned the provision of direct ESL services. Itinerant ESL teachers are not available to provide support as substitute ESL teachers. If the school-based ESL teacher is out on leave, school leadership should hire a substitute teacher and contact LAD. The LAD will provide pedagogical support as needed.

Schools receive allocations of EL Instructional Aides based on the ratios below.

EL Support Positions

# of Students	EL Support Position	Responsibilities/Roles
50 EL students with a WIDA English Language Proficiency Level of 1*	EL Instructional Aide	<ul style="list-style-type: none"> • Provide translation of school-based documents • Serve as interpreter for LCD families • Support the instructional needs of EL students

SBB EL Weight Allocation *The projected enrollment of EL students who have been assigned a detailed EL status as 1 or NES (Non-English Speaker) will be used to determine the allocation of EL Instructional Aides.

Budgeting For a Bilingual Counselor The EL weight is 0.3 times the base weight, thus, schools receive that amount on top of the base student funding for every EL student. This funding is largely flexible for school leaders to budget for positions or goods and services that support EL students.

The funding generated by the EL SBB weight will be used to pre-budget bilingual counselors at a 1:100 ratio for schools. This represents the same ratios that have been used as per the agreement with the Office for Civil Rights (OCR) and DCPS. The Bilingual Counseling positions that are pre-budgeted are not flexible. Pre-budgeting bilingual counselors will leave additional funding for schools to budget for additional positions or goods in support of their EL programming. Bilingual Counseling positions should be dedicated exclusively to working with EL students and their families. The Bilingual Counselor may not be used to substitute or supplant the counseling needs of the general student (non-EL) population.

Additional Staffing Options- Schools might use the EL SBB weight funds to budget for any of the positions below after the required bilingual counselor positions are accounted for.

- Additional Bilingual Counselor (recommended 1:100 ratio)
- Bilingual Social Worker to meet the needs of ELs
- ESL Instructional Coach OR TLI
- Reading Specialist with EL Focus

Additional Options- Schools might use the EL SBB weight funds to budget for any of the services and instructional materials below after the required bilingual counselor positions are accounted for.

School-wide PD contracts to support expanded understanding of working with English Learners. LAD is happy to collaborate with school leaders to identify vendors. Instructional materials including bilingual dictionaries, illustrative dictionaries, texts in students' native language, etc. School licenses for supplemental blended learning programs designed for English Learners. LAD is happy to collaborate with school leaders to identify vendors. In addition, Principals should identify staff members to serve in the following capacities in support of the EL program:

- **ESL Point of Contact (POC):** Schools may designate a staff member/liaison to LAD who will serve at the ESL POC for compliance related to English learners. This ESL POC can support the school with Every Student Succeeds Act (ESSA) compliance for ELs including referrals to the Welcome Center and mandated state assessment coordination. *Schools should provide the ESL POC with a prep period (or the equivalent of) for completion of Compliance Tasks, ACCESS coordination and planning to be done with the Testing Coordinator, and other duties, including sharing EL data and information with school staff. Schools should budget administrative premium to compensate this paid prep period.*
- **ESL Department Chair:** Secondary schools, with more than four ESL teacher positions may have an ESL department chair as one of their four non-core department chairs through the typical department chair selection. If the department chair meets the above two conditions, the stipend is funded centrally.

Considerations when planning use of the funding schools receive for all students, including ELs

- How are EL students included in enrichment and intervention opportunities? Do the enrichment and intervention opportunities have built in supports/ considerations for ELs?
- How is the professional development (PD) plan for the school inclusive of the PD needs of staff working with ELs?
- How are school banners, T-shirts, etc. providing affirming messages for the linguistically and culturally diverse (LCD) community? Are banners, signs, T-shirts etc. available in the languages represented at the school?
- How are school and community partnerships creating a plan for bilingual family and mental health supports?
- How could school funds be used to supplement the EL funded positions, identified above, to better equip the school?

Central Support

Principals should remain in close communication with the LAD, as there may be available funding for EL student/family engagement opportunities with the District's Title III Allocation. Examples of past school uses of Title III funding have included:

- Financial*
- EL family Saturday Academies
 - Purchase of EL Blended Learning licenses specific to school need
 - Purchase of bilingual dictionaries

The LAD can support schools in the following ways:

- Non-Financial* Language Access support (translation and interpretation) can be provided through the Language Access Unit. Contact vicki.de-javier@k12.dc.gov for more information or use the links above.
- Professional Development/Coaching support is available through the LAD Instructional Unit and through the Cluster Support Model (CSM). Reach out to the assigned LAD CSM member for the school cluster. For additional information regarding the LAD supports through the School Cluster Model, please contact maria.austria@k12.dc.gov.

Point of Contact

Rosanna DeMammos, Deputy Chief, Language Acquisition Division - rosanna.demammos@k12.dc.gov

Special Education (SPED)

Note: Special Education Inclusion Positions are Level 2 while Self Contained Positions are Level 1.

Purpose

Special education services ensure eligible students with disabilities can successfully access instruction. Teachers and paraprofessionals support students inside general education classrooms, in resource rooms, and in specialized self-contained program classrooms to address individual needs and provide standards-based instruction.

Program Guidance Requirements

The purpose of the Individuals with Disabilities Education Act (IDEA) is “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living” [§1400\(d\)\(1\)\(A\)](#).

Schools must implement the following in accordance with federal law (IDEA) and DC law (DCMR):

- **Child Find** – Schools must engage in continuous public awareness and screening activities to locate, identify, and evaluate children who are suspected of having a disability.
- **Initial Evaluation/Eligibility** – Schools must make reasonable efforts to obtain parental consent to evaluate within 30 calendar days of receipt of referral for evaluation for special

education services. Eligibility determinations must be made within 60 calendar days from the date of consent.

- **Annual IEP Review** – IEPs must be reviewed and updated at least annually (or more often to meet the needs of the student).
- **Timely Reevaluation** – Eligibility must be revisited at least every three years and can be more often based on the needs of the student.

Schools are required to provide the supports and services outlined in each child’s Individualized Education Program (IEP) in the form of specialized instruction, related services, and assessments, and school leaders must ensure that specially designed instruction occurs for any child identified as a student with a disability under IDEA. Additionally, schools must include, to the greatest extent possible, students with disabilities with their non-disabled peers in the general education setting.

Schools are required to include a Local Education Agency (LEA) representative as part of each IEP team. Principals automatically fill this role. Special education coordinators or other roles of special education administration have this role included in their tour of duty. If schools plan to designate an eligible and qualified staff member that is a teacher or TLI, they will need to compensate the individual with extra-duty pay and should budget for it in the line called “Special Education LEA Representative Designee.” The rate is \$638/year for elementary schools and \$798/year for a high school.

Other special education requirements fulfilled by schools and school staff include progress monitoring of achievement, attendance, and behavior data for students with disabilities and family engagement. All federal special education requirements can be found in the [Individuals with Disabilities Education Act \(IDEA\)](#), and DC special education requirements can be found in the [District of Columbia Municipal Regulations \(DCMR\)](#).

How Staff are Allocated

Inclusion/Resource Teacher Allocation Model

The Inclusion/Resource Teacher Allocation Model is used to calculate the number of special education teachers allocated for students who have specialized instruction hours in their IEPs and are **not** in specialized self-contained programs. The model is based on the hours of instruction in each student’s IEP and the setting in which the instruction is to be provided.

Students with specialized instruction hours both inside and outside of general education are counted **twice**: once toward the appropriate inside general education ratio and once toward the appropriate outside general education ratio. Students whose IEPs contain only related services do not count toward the teacher staffing total.

Inclusion/Resource Teacher Allocation Classifications			
Setting: Inside General Education	Teacher: Student Ratio	Setting: Outside General Education	Teacher: Student Ratio
Students with fewer than 11 hours per week in IEP	1:15	Students with fewer than 11 hours per week in IEP	1:24
Students with 11 or more hours per week in IEP	1:12	Students with 11 to 19 hours per week in IEP	1:12

Small School Allocations

Schools with 65 or fewer inclusion students receive automatic minimum Inclusion/Resource Teacher allocations. The small school allocations ensure schools receive enough staffing to provide services across their entire grade distribution.

Small School Minimum Inclusion/Resource Teacher Allocations	
Total Number of Inclusion Students	Number of FTE Inclusion/Resource Teachers Allocated
1 to 15	1.0
16 to 25	2.0
26 to 45	3.0
46 to 55	4.0
56 to 65	5.0

10:6 Inclusion Classroom Support

Schools with 10:6 Inclusion classrooms, as previously determined by Early Stages, are allocated an additional Inclusion/Resource Teacher to support classroom instruction for students with disabilities. The six schools with 10:6 Inclusion classrooms are Amidon-Bowen ES, Burroughs ES, Cleveland ES, Garrison ES, J.O. Wilson ES, and School Without Walls @ Francis-Stevens.

Example: Inclusion/Resource Teacher Allocation Model

Setting: Inside General Education				Setting: Outside General Education			
	Teacher-Student Ratio	# of Students Projected	#r of Teachers		Teacher-Student Ratio	# of Students Projected	# of Teachers
Fewer Than 11 Hours Per Week	1:15	46	3.09	Fewer Than 11 Hours Per Week	1:24	30	1.25
11 or More Hours Per Week	1:12	22	1.79	11-19 Hours Per Week	1:12	11	0.92
No Hours Per Week	N/A	9	0	No Hours Per Week	N/A	35	0
Total		76	4.88	Total		76	2.17
4.88 + 2.17 = 7.05							
Total Inclusion/Resource Teacher Allocation = 8 Teachers							

Specialized Self-Contained Programs Staff Allocation Model

Specialized self-contained programs serve a specific population of students who require the highest level of support, in accordance with their IEPs, to access the curriculum. Teachers, special education aides, and behavior technicians are allocated to each self-contained classroom according to the table below. For example, if a school has two Communication & Education Support (CES) classrooms, they will be allocated two (2) teachers and four (4) special education aides.

Self-Contained Program Type	Teacher Allocation	Special Education Aide Allocation	Behavior Technician Allocation	Nurse Allocation (Managed by Central Office)
Behavior & Education Support (BES)	1	1	1	-
Communication & Education Support (CES)	1	2	-	-
Deaf & Hard of Hearing (DHOH)	1	1	-	-
Early Childhood Communication & Education Support (CES)	1	2	-	-
Early Learning Support (ELS)	1	2	-	-
Independence & Learning Support (ILS)	1	1	-	-
Medical & Education Support (MES)	1	2	-	1
Specific Learning Support (SLS)	1	1	-	-

Board Certified Behavior Analysts (BCBAs)

Schools with at least four (4) Communication & Education Support (CES) classrooms are allocated a Board Certified Behavior Analyst (BCBA) to support students with Autism Spectrum Disorder (ASD) and their teachers, conduct social skills groups, implement executive function curriculum, conduct functional behavior assessments, and implement behavior intervention plans, as well as support general education teachers in engineering the general education environment for students with ASD. River Terrace EC, DCPS's only special education school, is also allocated one (1) BCBA position.

Special Education SBB Weight Allocation

The special education per student weight is 0.3 times the base weight. Thus, schools receive \$1,792 of additional funding on top of the base student weight for any student with an IEP. This funding should be used to budget for positions or goods and services to support special education programming at the school.

Menus of Options

Schools may use their supplemental Special Education SBB Weight allocation to budget for any of the below special education positions or to budget for supplies and services for student programming.

- Aide – Special Education
- Aide – Administrative (to support special education administrative duties)
- Coordinator – Board Certified Behavior Analyst (BCBA)
- Coordinator – Special Education
- Director, Specialized Instruction
- Manager, Specialized Instruction
- Teacher – Inclusion/Resource
- TLI Teacher Leader – Special Education

Flexibilities

Allocated Position	Approvable Alternatives	Notes
Special Education Aide	Urban Teacher Resident Relay Teacher Resident	Special education aide positions maybe be converted to Urban or Relay Teacher resident positions only if they remain in the specialized self-contained program classroom. Urban Teacher Residents and Relay Teacher Residents can help create a special education teacher pipeline in schools.
Inclusion/Resource Teacher	TLI Teacher Leader – Special Education Coordinator – Special Education Manager – Specialized Instruction Director – Specialized Instruction	If a school wants to reduce the number of Inclusion/Resource Teachers from what is allocated, they will need to demonstrate how all student IEP hours will continue to be met.

Local Education Agency (LEA) Representative Designee

Under IDEA, each IEP team is required to include an individual who serves as the “LEA representative.” This person must be:

- Qualified to provide or supervise the provision of specialized instruction to meet the unique needs of children with disabilities.
- Knowledgeable about the general education curriculum; and
- Knowledgeable about the availability of resources of the LEA.

The Principal is the default LEA representative. Principals may identify one or more other staff members to serve as their designee. If the Principal chooses to serve themselves, they want to identify at least one backup. The LEA representative designee cannot be the School Psychologist.

If a school decides to invest in a special education leadership position, in addition to serving as the LEA representative designee, the responsibilities of the position include:

- Ensuring special education teachers are meaningfully engaged in content-level co-planning, using student data to develop lessons that are aligned to the CCSS and appropriately modified and accommodated to meet the needs of individual students.
- Completing regular observation and feedback of teachers, behavior technicians, and special education aides on the implementation of lesson plans.
- Overseeing IEP and assessment quality, timeliness, and compliance by supporting case managers to effectively manage their caseloads; and
- Leading the special education team in building cohesive and trusting relationships with families.

- Schools may invest in the following positions to support instruction and/or compliance, as well as serve as the LEA Representative Designee. Only TLI's are eligible for extra duty pay as the LEA Representative Designee role is considered part of the tour of duty for the other positions.

Position and Job Description Link	Roles and Responsibilities
Coordinator – Special Education	<ul style="list-style-type: none"> • Supports compliance monitoring and data collection • Establishes department’s structures and procedures • Ensures delivery of special education services to students with disabilities • Provides professional development to general and special education staff
Manager – Specialized Instruction	<ul style="list-style-type: none"> • <i>Includes responsibilities of Coordinator, and:</i> • Provides instructional coaching and professional development for teachers and staff supporting students with IEPs • Leads the implementation of specially designed instruction and related services in their building, i.e., UDL planning, co-planning, co-teaching, high-leverage practices, and other inclusive practices • Conducts IMPACT evaluations for Special Education Coordinators, Special Education Assistants, Behavior Technicians, and Paraprofessionals
Director – Specialized Instruction	<ul style="list-style-type: none"> • <i>Includes responsibilities of Manager, and:</i> • Contributes to the development of the Comprehensive School Plan (CSP) • Conducts IMPACT evaluations for Special Education Teachers, Special Education Coordinators, Special Education Assistants, Behavior Technicians, and Paraprofessionals
TLI Teacher Leader – Special Education	<ul style="list-style-type: none"> • Supports all teachers with specially designed instruction in both the general and special education settings

Financial

Central Support

The Division of Specialized Instruction (DSI) centrally manages the following positions that provide supports required by students’ IEPs. These itinerant supports are managed centrally to meet the student needs across multiple schools.

- Assistive Technology
- Dedicated Aides
- Dedicated Nurses
- Related Service Providers (e.g. Audiologists, Occupational Therapists, Physical Therapists, Speech-Language Pathologists)
- Itinerant Vision Teachers

DSI also provides financial support for specialized self-contained classrooms in the form of nurse allocations for MES classrooms, specialized curricula and interventions, and specialized assessments.

The Division of Specialized Instruction also supports schools in the following ways:

- Each school has an assigned Manager of Accountability and Manager of Inclusion from DSI who participates in the DCPS Cluster Support Model and are chiefly responsible for developing school leader capacity to support special education accountability and inclusive best practices.
- Each self-contained classroom has an assigned manager and specialist from the Academic Programs team.
- Each school has a discipline-specific Related Services program manager who provides direct clinical supervision and support for DSI related service providers.
- DSI provides special education professional development sessions on district-wide professional development days.

Non-Financial

Points of Contact

DSI Senior Deputy Chief – Regina Grimmertt (regina.grimmertt@k12.dc.gov)

Academic Programs (Self-Contained Programming) – Willina Robson (willina.robson@k12.dc.gov)

Monitoring & School Support – Sandy Watson (sandy.watson@k12.dc.gov)

SPED Inclusion – Jennifer Carpenter (jennifer.carpenter2@k12.dc.gov)

Secondary Transition – Ashlie Jones (ashlie.jones2@k12.dc.gov)

Related Services – GaBriana Dennis (gabriana.dennis@k12.dc.gov)

Non-Public – Josh Wayne (josh.wayne@k12.dc.gov)

Resolution & Centralized IEP Team – Nicholas Weiler (nicholas.weiler@k12.dc.gov)

Division of Specialized Instruction (dcps.specialed@k12.dc.gov)

Helpful Resources

- DCPS Special Education Website

Afterschool Programming

Purpose

Afterschool programming provides affordable, safe, structured, and engaging academic, wellness, and enrichment programs that are open to all children in PK through 8th grades whose schools are included in the DCPS Out of School Time Programs 21st Century Community Learning Center Grant (21stCCLC). These programs are designed to develop the whole child and are not solely focused on academics. This unique opportunity beyond the school day is provided by DCPS staff and community partners and is funded by local funds and a federal grant called the 21st Century Community Learning Center (21stCCLC) grant. This grant works to attain specific outcomes in attendance, academics, behavior improvement, family engagement, and partner engagement and as such, it supports schools' goals. The 21stCCLC grant funds roughly 5,600 students at more than 50 Title I schools. The combined grant and local funding funds programming for an average of 6,500 students annually.

OSSE awards DCPS the 21stCCLC grant for a period of three- to five years and the overall annual award is a fixed amount per year. In developing the grant application, DCPS seeks to support Title I elementary schools and education campuses unless the school has a pre-existing afterschool program or has opted not to become part of the cohort. The grant requires DCPS to fund specific activities in addition to daily programming, such as an external evaluator and professional development. In SY23-24, DCPS will no longer provide grant funds to the middle school sites. These schools will receive a hold harmless afterschool allocation as they exit the program.

Requirements

- Sufficient funds based on the number of seats designated by the Out of School Time Programming Team (OSTP) to pay a site leader, teachers, and paraprofessionals (formerly known as afterschool aides) for the year are loaded onto school budgets.
- **Staffing:** The staffing model is based on 20 students: 1 teacher: 1 paraprofessional. No class should exceed 20 students.
 - Staffing plans must account for the entire personnel allocation and serve, at a minimum, the number of students identified by OSTP. The personnel allocation cannot be reprogrammed to non-personnel services.
 - OSTP will regularly monitor afterschool personnel expenditures to prevent over-spending.

Position	Requirement	Wage/hour	# hours per day	Note
Afterschool Site Leader (formerly Afterschool Administrative Aide)	Required unless there is a full- or part-time Afterschool Coordinator	\$27/hour	3 hours per day	Manages daily operations of the program.
Teacher	Required	\$60/hour	1 hour per day	See staffing model above.
Paraprofessional (aides)	Required	\$22/hour	2.5 hours per day	See staffing model above.

- Principals must work directly with OSTP coordinators or their full-time or part-time, school-based afterschool coordinator, and Employee Services (HR) in managing the hiring process for afterschool Site Leaders, teachers, and paraprofessionals.

- Preference should be given to current DCPS employees. However, if there are not enough DCPS employees who are interested in working in afterschool programs, Principals should work with Employee Services to hire non-DCPS employees.
- Schools must be fully staffed for the first day of afterschool programming.
- At least one afterschool staff member must have taken Administration of Medication (AOM) training and be present from the end of the school day to 6:00 pm daily.
- **Hours:** Afterschool programs meet Monday through Friday from the end of the school day to 6:15 pm.
- **Calendar:** Afterschool programs begin on the first day of school. Parents and guardians receive this information during afterschool registration, but schools should also communicate the start date to parents and guardians. There is no afterschool programming on half days, parent-teacher conference days, canceled days (such as inclement weather days, “snow days”, etc.), teacher professional development days, or the day before the Thanksgiving and Winter breaks.
- **Grade levels:** Afterschool programs must be offered to all grade levels present at the school.
- **Program:** The afterschool program must contain both an academic and an enrichment portion.
- **Academic Power Hour (APH):** Book club, academic support, and academic enrichment.
- **Enrichment:** Uses a standard curriculum with monthly themes such as kindness, gratitude, social justice, STEM, and other topics.

How Funds Are Allocated

Within the overall 21stCCLC grant, DCPS determines the allocation of funding for features of the grant, such as staffing, supplies, professional development, evaluation, and partner contracts needed to fulfill grant activities. Schools served by the grant typically remain the same for the three-year period unless a school no longer has Title I status or opts out of programming. Schools receive a combination of local and grant funds to compensate teachers, paraprofessionals, and site leaders based on the number of afterschool seats determined at each school.

After accounting for the above-required grant components, the number of students that can be served by the grant is based on:

- The prior year’s afterschool enrollment and average daily attendance,
- Demand for additional seats based on the waitlist, and
- Capacity of School Program Providers to serve additional students.

Generally, the number of students to be served at each site remains the same for the multi-year grant period unless one of those factors changes and seats will decrease, or additional seats can be funded within the overall grant award.

Staffing

Menus of Options

Afterschool Coordinator

- Schools with larger enrollment or schools with significant afterschool programming can budget for a full- or part-time Afterschool Coordinator using their Afterschool Site Leader allocation along with flexible school budget funds. It is also possible to use only flexible school budget

funds for the Coordinator position and also employ a Site Leader to help manage a large, complex program.

- These Coordinators adhere to the same OSTP policies and procedures that apply to OSTP Coordinators, including attending training and fulfilling 21stCCLC requirements (e.g., monitoring program quality, tracking student attendance, etc.).

PK3-PK4 Recommendation

It is recommended that for grades PK3 and PK4 the school plans to hire two paraprofessionals instead of the teacher-para combination. This is not recommended outside of ECE.

Not Recommended

Hiring a part-time Afterschool Site Leader to oversee daily program operations. If the ASL is not dedicated solely to the afterschool program from the start to the end of the program period, program administration and quality suffer.

Programming

Principals may choose to supplement the OSTP afterschool allocation using flexible funds in their school budget allocation to expand or enrich the program. For example, a Principal may choose to extend teachers' tours of duty, purchase additional resources, or hire their own full-time, school-based afterschool coordinator.

- If a Principal is interested in using flexible funds (not the school's afterschool allocation) to partner with an afterschool provider or community-based organization, please contact abigail.cohen@k12.dc.gov in School Partnerships.
- OSTP encourages schools to develop and leverage partnerships with DCPS-reviewed School Program Providers (SPP's) to provide high-quality academic and/or enrichment programming. Partners may be able to provide weekly specialized enrichment opportunities, such as dance classes or robotics. Additionally, as a community service, partners may use their own funding. Please refer to the [School Partnerships section](#) for additional guidance on working with school program providers.

Central Support

Financial

- Schools with OSTP afterschool programs receive some centrally procured supplies and materials to support afterschool programming using 21st CCLC grant funds. Schools do not need to budget for these supplies.
- Funding for security until 6:30 pm each day is included in schools' security allocation.

Non-Financial

- Programs are supported by an OSTP Coordinator who monitors program quality and activity unless the school has hired its own full or part-time Afterschool Coordinator.
- Professional development is provided to all afterschool staff before the opening of programming in August. Two additional events are offered in winter and spring of each year.

- OSTP Coordinators actively seek to expand enrichment offerings at sites by engaging SPP's that provide programming for free to students. Some enrichment partnerships are also funded by the 21CCLC grant.

Points of Contact

- Daisy Hicks, Manager, Afterschool - daisy.hicks@k12.dc.gov
- Margot Berkey, Specialist, Out of School Time Programs - margaret.berkey@k12.dc.gov

Helpful Resources

Additional information on Afterschool can be found at dcps.dc.gov/afterschool, including a summary of the prior year's program evaluation.

Career & Technical Education (CTE)

Purpose

DCPS offers Career Education Pathways supported by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) across 17 high schools. These Career Education Programs are not only rigorous and engaging, but they offer work-based learning and industry certification opportunities to help prepare students for college and career.

Career Education programs may receive funding support from both the Perkins grant and the DC Career Academy Network (DC CAN) grant. Please refer to the "NAF Career Academies" section of the Guide for relevant information.

Requirements *Program Guidance*

Each Career Education program requires at least one qualified teacher, although that number increases as enrollments in the pathway increase. These positions are locally funded and are required to ensure sustainability of the program. Additionally, to access funds from the centrally managed Perkins grant, schools must maintain their specified level of Career and Technical Education (CTE) Teachers noted for Principals in the budget application.

How Funds Are Allocated

The College and Career Programs Division in the Office of Secondary Schools consults with Principals and provides the School Finance Team the number of CTE teachers required by the school to maintain programming.

Schools must maintain their current CTE Perkins teacher allocations from the current FY, based on Perkins and OSSE guidance. Schools have to go through a sunseting process to remove CTE programs which can take between 1 to 3 years to finalize.

Budgeting Recommendations/Menus of Options

Based on a school's master schedule, CTE Teachers can also teach core content courses. When budgeting for one teacher who teaches both CTE and Core courses, please use the option in which the teacher spends most of their time.

CTE positions that are allocated to schools are done so to meet the curricular programmatic requirements, sustain a quality program, and ensure continuity of a program of study. These allocations may be repurposed through a petition, and Principals must demonstrate how they will still meet any programmatic requirements (DCPS and citywide) with the proposed change

Central Support

Financial

Utilizing the centrally managed Perkins grants, the College and Career Programs Division supports the purchasing of supplies, professional development, equipment, marketing, and activities intended to support the success of students in the program. Requested Non-Personnel Services Funds must be spent on allowable uses according to Perkins grant.

Non-Financial

The College and Career Programs Division at Central supports operations and implementation of Career Education programs, including but not limited to data collection and feedback reporting, professional learning and development, and management coaching and training. Additionally, they provide budget management and support to meet annual funding goals.

Points of Contact

- Sarah Navarro, Senior Deputy Chief, Office of Secondary Schools - sarah.navarro@k12.dc.gov
- Clifton Martin, Director, Career Education Programs - clifton.martin@k12.dc.gov

Helpful Resources

- [DCPS CTE Website](#)

Early Childhood Education (ECE)

Purpose

DCPS' Early Childhood Education program ensures that all of our youngest students are prepared for success in kindergarten and beyond. The Early Childhood program focuses specifically on Pre-K3 (PK3)

and Pre-K4 (PK4) students and supports their kindergarten readiness by promoting high quality instruction and learning experiences in all Pre-Kindergarten (PK) classrooms, and by supporting families who are furthest from opportunity through the provision of family services that include case management, family workshops, and additional parent engagement activities. While PK programming supports all PK3 and PK4 students in all elementary schools and education campuses, schools that serve higher percentages of at-risk students and families receive more robust instructional coaching and family support services.

Program Guidance – Requirements

It is DCPS policy that:

Staff/Pre-early Childhood
Every early childhood classroom (PK3, PK4, and mixed age) has one full-time teacher and one full-time aide.

- Staff-to-child ratios (two adults per class) must always be maintained.
- Staff must be in the classroom during their tour of duty and available to fulfill instructional tasks whenever students are present. A classroom must maintain appropriate ratios during all hours of program operation.
- Staff must directly supervise children during all daily routines, including sleeping, eating, and diapering or bathroom use.
- Mixed-age classrooms are allowed in early childhood programs to serve PK3 and PK4 students together, although non-mixed age classrooms are recommended. Mixed age classrooms cannot include children of kindergarten age.

Newly Enrolling PK Children with Special Needs

To comply with the Individuals with Disabilities Education Act (IDEA) “child find” requirement, Early Stages identifies children with special needs who are not yet enrolled in school. If a child is eligible for an individualized education plan (IEP), DCPS must provide an opportunity for the child to enroll.

Unique Programs
Consequently, a small number of seats are reserved in PK3 and PK4 classrooms in all DCPS schools for students with IEPs. This provides a system-wide network of available placements into which DCPS can enroll children as close to their homes as possible. This work happens year-round, so it is common that Early Stages placements may occur late in the year after the typical age cut off.

Early Learning Support

The Early Learning Support (ELS) program is designed to meet the individual needs of students with developmental delays. Students in the ELS program have full-time IEPs (20+ hours of specialized instruction outside of general education) and frequently require a range of related services, such as speech and language, occupational therapy, and physical therapy.

Communication & Education Support

The Communication & Education Support (CES) program is designed to meet the individual needs of students with significant communication issues and significant behavior issues. Primarily, CES classrooms

serve students who have Autism Spectrum Disorders. Students who have full-time IEPs (20+ hours of specialized instruction outside of general education) may also be served in CES classrooms.

10:6 Inclusion Classroom

The 10:6 Early Childhood Education Classroom represents a type of inclusion model used to serve students with disabilities in DCPS. The 10:6 Early Childhood Education Classroom is a general education classroom and does not constitute a more restrictive environment. The classrooms are staffed with a general education teacher, a special education teacher, and a paraprofessional and maintain a student ratio of ten general education students and six students with special needs. Typically, these students have a Developmental Delay (DD), Other Health Impairment (OHI), demonstrate delays in cognition, communication, social/emotional, motor, and adaptive skills. The following schools have 10:6 classrooms: Amidon-Bowen ES, Burroughs ES, Cleveland ES, Francis Stevens ELC, Garrison ES, and J.O. Wilson ES.

Resources for the ELS and CES are allocated by the Division of Specialized Instruction (DSI). The 10:6 classroom has a special education teacher allocated by DSI and a general education and paraprofessional allocated by ECE.

Classroom Sizes		
Class Type	Classroom Composition	Staff: Child Ratio
PK3	3-year-olds	2:16
PK4	4-year-old	2:20
Mixed Age	3- and 4-year-olds. No more than 50% may be 3-year-olds.	2:17
Early Learning Support (ELS)	3- and 4-year-olds	2:10
10:6	3- and 4-year-olds	3:16
Communication and Education Support (CES)	3- and 4-year-olds	3:06

How Funds Are Allocated

Staff for PK programs are allocated using a staffing ratio to ensure that each classroom has required staff. Every PK classroom will have at least two staff members – one lead teacher and one instructional aide.

Staffing Allocations

The ECE weight is 0.3 times the base weight thus schools will receive an additional \$1,792 for every ECE aged student that is a flexible allocation to be used in support of your ECE programming. This funding amount will be visible in your Student Based Budgeting (SBB) Local allocation in the budgeting application and calculated on your budget worksheet.

The ELC weight is 0.85 times the base weight thus Military Road and Stevens Early Learning Center receive a different Early Learning Center Weight of \$5,973 per student.

Budgeting Recommendations

Personnel

Principals of schools with PK programs must ensure there is at least one additional school-based staff member available to support PK classrooms when one of the classroom teachers or aides takes a break. Principals are encouraged to use the ECE or ELC weight to budget for a PK floater aide position in order to ensure that PK classrooms are appropriately supervised at all times.

For increased instructional development, Principals may consider hiring an early childhood instructional coach, rather than using the centralized early childhood education (ECE) coaching program, provided that the coach has early childhood instructional expertise.

Using the supplemental ECE weight, schools should budget for consumable and non-consumable classroom supplies such as:

- Pull-Ups and wipes (all PK, but PK3 especially), paper; paint, glue, crayons, sand, etc.)
- Manipulatives; blocks; puzzles; books
- Area rugs and replacement furniture (please contact dcps.earlychildhood@k12.dc.gov prior to replacement)

Schools can also consider budgeting some funding for field trip experiences and for inner core materials for younger students.

Centrally Funded School Supports

Menus of Options

Relay Residents: If there are ECE aides interested and applying to the resident program roles or Principals are interested in hosting a resident, Principals may hire residents as ECE aides.

The DCPS Early Childhood Education Division (ECED) provides a variety of centrally-funded supports to ensure high-quality early childhood programming in schools. The supports are differentiated to provide a baseline level of ECE support to all schools and to target the most robust supports to schools serving young children furthest from opportunity. The centrally funded supports include the following:

- ECE Instruction – ECED provides early childhood instructional coaching support to schools. Schools serving large percentages of PK students who meet the at-risk criteria receive an instructional specialist (shared across schools) who serves as the ECE LEAP leader and coach. Other schools are assigned an ECE instructional specialist who serves in a consultant role to the school-based ECE LEAP leader. ECED also provides instructional support through the development and implementation of PD sessions and the provision of a variety of instructional resources and supports on Canvas.
- Family Support – ECED has a team of Family Service Specialists who are assigned to Title 1 schools. These specialists work closely with the school-based team to support families of DCPS’ youngest learners as they acclimate to the school environment, advocate for their children, and support their children’s learning at home. These specialists support schools and families through the provision of family services that include case management, family workshops, and additional parent engagement activities. They also serve on the school-based attendance team and partner closely with school-based social work or social-emotional learning (SEL) staff.
- Curriculum – All early childhood classrooms (other than Montessori classrooms at Nalle, Langdon, and Capitol Hill Montessori) use The Creative Curriculum. ECED can provide Creative Curriculum training and materials for new PK teachers and administrators at all schools.
- GOLD – ECED is responsible for the contract for Teaching Strategies GOLD, the online assessment system used in PK classrooms. ECED also provides GOLD training.
- Classroom Supplies – Schools should plan to purchase consumables and other classroom materials for their PK programs.

Points of Contact

- Cheryl Ohlson, Deputy Chief, Early Childhood Education - cheryl.ohlson@k12.dc.gov
- Dana Caffee-Glenn, Director, Strategy, Logistics, and Special Programs - dana.caffee-glenn2@k12.dc.gov

Helpful Resources

- Early Childhood [DCPS Way](#) site.

Dual Language

Purpose

Students graduating from DCPS Dual Language (DL) programs will be able to communicate effectively in two or more languages and will be able to engage productively in an increasingly diverse and multilingual global community. All DCPS DL programs have as their primary goals the promotion of:

- Bilingualism and Biliteracy
- High academic achievement
- Cultural competency

DL programs serve as a service delivery model for English learners and a means to acquire a language other than English for native English speakers. Please note that any DL English learners whose home language is not Spanish must receive additional ESL services.

As a reminder, DL requirements by grade band are:

- PK-5: It is required that DL programs provide a minimum of 50% of content area instruction including literacy in Spanish be taught at each grade level.
- 6-12: It is required that students be enrolled in at least two year-long (or equivalent) content courses in Spanish in 6-12 throughout the program.

Funding Allocation

This funding allocation recognizes that students learning in a new language have specific and additional instructional needs and schools with language learning programs require administrative and instructional supports not needed in monolingual programming. Spanish Language Learners will generate funds to support the programmatic needs.

Schools that are recognized as Dual Language Programs by DCPS through meeting DCPS Dual Language Non-Negotiables receive funding for Dual Language programming as a program grant. Funds are allocated differently based on whether schools have One-Way (>70% Non-ELs) or Two-Way (≥30% ELs) DL Programs. Schools will receive a program grant allocation based on students at the school following the methodology in the chart below. Principals can budget for personnel and non-personnel items at their discretion in support of DL programming.

One-Way Program (>70% Non-ELs)	Two-Way Program (≥30% ELs)
\$1,000/At-Risk Non-EL \$500/Non-EL (including At-Risk Non-ELs, meaning (At-Risk Non-ELs receive \$1,000 + \$500)	\$1,000/At-Risk Non-EL, \$200/Not At-Risk Non-EL elementary \$300/Not At-Risk Non-EL secondary \$10,000 flat rate for At-risk ELs

Budgeting Recommendations

Dual Language Program Grant funds are allocated to support DL programs in implementing their DL Program plans, such as supplementing Spanish literacy instruction and language development, ensuring linguistic equity, professional learning specific to DL, and family engagement specific to bilingual learners.

Personnel Spending Recommendations

As possible, Dual Language funding should be used to create the personnel structures needed to ensure that programmatic goals are met and that there is equity in supporting specific Dual Language functions. These structures will vary depending on program size, configuration, and specific school needs. Dual language schools will need to determine use of the Dual Language funding while considering that optimal staffing for dual language programming includes the positions listed below. Principals may also combine the DL allocation with other funds to support a shared position (e.g., a position that coordinates DL part time and has other responsibilities).

Position	Purpose
Program Coordinator	<ul style="list-style-type: none"> • Coordination of administrative aspects related to Dual Language program implementation (testing coordination, community outreach, Spanish-language coaching, etc.)
TLI	<ul style="list-style-type: none"> • Spanish-language coaching, LEAP facilitation, professional development coordination
Teacher (Spanish-speaker/bilingual)	<ul style="list-style-type: none"> • Interventionist to support Spanish language development and/or provide support for late arriving students • Classroom/content teacher to support DL program staffing

Non-Personnel spending recommendations

These funds can be used to provide Spanish language supports such as:

- Licenses for Spanish Interventions
- Acceleration programming
- Out-of-School time language-focused enrichment
- Family outreach specific to language learning
- Spanish classroom and school library books

Central Support

Financial

Central Office provides the following financial support for DL Curriculum and Assessment:

- Eureka Math in Spanish K-5
- Materials for Paired Literacy Curriculum K-5 (as developed)
- StemScopes in Spanish K-8
- Star Spanish Reading assessment for 3 - 12
- MClass Lectura Spanish Reading Assessment for K - 2
- Benchmark Fonetica y Gramatica for K – 2/Imagine Lectura (3-5) and Imagine Espanol (K-5)
- Digital Spanish Reading and Language Interventions Central Support: Non-Financial
- Central provides support to K-5 DL programs through the Cluster Support Model, and for K-12 through district-wide professional development days when applicable.
- The Language Learning Team is overseeing the development of Paired Literacy Curriculum for 1st-5th grades, and a Spanish curriculum for kindergarten.

Points of Contact

- Kate Burkett, Director, Language Learning - Kate.Burkett@k12.dc.gov
- Katarina Brito, Bilingual Program Developer - Katarina.Brito@k12.dc.gov
- Juliette Steadman, Dual Language Specialist - Juliette.Steadman@k12.dc.gov
- For EL-specific funding questions, see English Learners Points of Contact.

Helpful Resources

See the DCPS Way [Dual Language SharePoint](#) for more information specific to Dual Language, including DCPS Dual Language Program Non-negotiables and the Guiding Principles for Dual Language Education (CAL).

Custodial

Purpose

The custodial team at each school is responsible for performing general maintenance, cleaning, and other miscellaneous custodial duties to ensure buildings and facilities are accessible, clean, and safe. The custodial team is charged with maintaining an environment that is conducive to student learning. To reach these goals, it is imperative that schools allocate the necessary budget for custodial staff, overtime, supplies, and equipment.

Program Guidance

Requirements & Restrictions

When finalizing school custodial allocations, there are several important considerations:

- Every school is required to staff a minimum of 3 custodians.
- Every school is required to have a custodial foreman (SW).
- Only RW-5 or SW custodians (Foremen) may open/close a school building. However, one employee should not be regularly tasked with BOTH opening and closing the school building.
- Schools may **not** budget a .5 custodian. Schools with two campuses may budget 1.0 FTE custodian to work .5 at each location.

All schools are required to purchase green cleaning supplies per the Healthy Schools Act of 2011. Green cleaning supplies are defined by the DC Office of Contracting and Procurement and summarized in the [DCPS Green Cleaning Supply Purchasing Guide](#). Schools are advised to work with local vendors to identify affordable products that comply with purchasing requirements.

How Funds Are Allocated

The custodial staffing allocated to each school is based on square footage of the building, student enrollment, and school type. The following table outlines how custodial staff allocations are determined:

Every School		
1 Foreman (SW)		
1 RW-5		
Base allocation of 1 RW-3 (high schools receive 2) <ul style="list-style-type: none"> Allocated an additional RW-3 for 100,000 square feet and another RW-3 for every 50,000 square feet above 100,000 		
Note: Additional RW-3s are also allocated based on enrollment (see boxes below)		
<i>Elementary Schools</i>	<i>Middle Schools and Education Campuses</i>	<i>High Schools</i>
1 more if over 300 students 2 more if over 500 students	1 more if over 300 students 2 more if over 500 students 3 more if over 1000 students	2 more if over 500 students 3 more if over 1000 students 4 more if over 1500 students

There are times when custodial staff may be required to work overtime (e.g., weekends, summer deep cleans, during inclement weather events, special school programs, or events, etc.).

Principals must budget for custodial overtime based on prior year spending and should budget enough to cover all planned activities or programs, as well as coverage for custodial leave. Spending will be closely monitored through the Custodian Overtime Tracker to ensure schools remain within their allocated budget. Additionally, Principals will continue to receive regular reports from OCFO budget analysts to ensure that they are using Custodial Overtime funds appropriately and that they remain aware of their monthly usage. The lack of appropriate funding for overtime may affect a school's ability to offer programs outside of regular hours.

Schools are allocated custodial supplies at a base rate of \$2,640.20 (a 7.5% inflation increase from FY23) with an additional amount added on for square footage. High schools receive an additional 7 cents per square foot and all other school types receive an additional 5 cents per square foot. All schools must budget for custodial supplies.

Custodial Supplies

Menu of Options

Principals should ensure that they:

- Meet the mandatory minimum requirement of 3 custodial staff per building
- Remain at or higher than the number of staffing from the previous year or have a justification for reduction of staff
- Have an 85% or higher on school cleaning walk dashboard if they are planning to decrease in number of custodial staff

Schools with high building use outside of core school hours are encouraged to consider budgeting for additional custodial staff beyond their initial allocation. When budgeting for a new or additional custodial foreman, please reach out to your strategic staffing coordinator to determine SW grade level.

Custodial Staff Classification	Basic Duties
RW-3	General cleaning and light maintenance as written in job description. CANNOT open/close the building.
RW-5	General cleaning and light maintenance. CAN open/close the building.
SW-1, SW-3, SW-5 (Foreman)	Working supervisor overseeing RW level employees. CAN open/close the building.

Budgeting Recommendations

The Strategic School Operations team will share a sample listing of custodial supplies and price points with each Principal. Principals are encouraged to add more to their custodial supply allocation based on their school’s historical spending, community use, and custodial overtime data. Custodial supplies should be advanced during summer advance and ordered to ensure enough supply inventory for the start of the school year.

Custodial Equipment

New or replacement equipment must be purchased with individual school budgets. The Strategic School Operations team does not purchase custodial equipment. Principals should work closely with their custodial foreman and DSL/MSL (if applicable) to prepare for custodial equipment needs.

Central Support

Principals, DSL/MSLs, and/or Business Managers must review their year-to-date custodial inventory and monthly spending for supplies and equipment. However, they will also be provided with suggested supply and inventory lists created during onsite coaching with the Strategic School Operations (SSO) Team. The SSO Team provides these to ensure the amount budgeted for supplies in FY22 will meet the schools' needs. Principals should work closely with their custodial foreman and business manager or DSL/MSL (if applicable) to review the supply needs from the previous year to inform the needs for the upcoming year.

Points of Contact

- Sydney Moreau, Manager, Strategic School Operations – sydney.moreau@k12.dc.gov
- Charlena Murray, Coordinator, Strategic School Operations - charlena.murray@k12.dc.gov
- Dedra Adams-Johnson, Manager, Strategic School Operations - dedra.adams-Johnson@k12.dc.gov
- Lisa Putman, Deputy Chief, Strategic School Operations - lisa.putman@k12.dc.gov

Helpful Resources

- [Teamsters Local 639 Contract](#)

Global Studies

Purpose

DCPS continues to support Global Studies School (GSS) programs across the school district to provide access to rigorous and international programming including opportunities for immersive local and global education experiences and exchanges. Through research-based pedagogy, ongoing professional development for educators, and globally-focused programs and community partnerships, Global Studies Schools cultivate students' capacity to engage in deep learning across disciplines to investigate the world, recognize perspectives—others' and their own-, communicate across differences, and take informed action.

Current Global Studies Schools include: H.D. Cooke ES, MacFarland MS, and Roosevelt HS. Schools that are interested in becoming a Global Studies School should contact Bianca Duphey, Director, Academic Innovations and Bianca Bennett, Manager, Global Education, and their instructional superintendent.

How Funds Are Allocated

Global Studies schools receive an allocation of 1 Coordinator and Non-Personnel funds to support the program.

Requirements

Staffing requirements for SY 23-24 by program and school are as follows:

Program	Global Studies Elementary School	Global Studies Middle School	Global Studies High School
Global Studies Schools Authorized for SY23-24	H.D. Cooke ES	MacFarland MS	Roosevelt HS
Coordinator Requirements	GSS Coordinator (FTE, ET-10 or higher)	GSS Coordinator (FTE, ET-10 or higher)	GSS Coordinator (FTE, ET-10 or higher)
World Language Requirement	At least 1.0 FTE World Language teacher	At least 2 World Language teachers (must service the whole school, the entire year)	At least 2 World Language teachers (must service the whole school, the entire year), but 3 is necessary to provide a path to AP language courses

Menus of Options

Schools may budget to repurpose the allocated coordinator position in support of global studies programming for positions such as a global studies electives teacher or world languages teachers. Schools must have a concrete plan for how their staffing will account for a global studies coordination point person. Schools should communicate their plan for repurposing the allocation and Global Studies coordination point person to Kirsten Hagen (see contact information below).

Non-Personnel Services (NPS) Budget Allocations

Schools will receive an allocation line item "Global Studies NPS." This line is inclusive of the chart below and once budgets are submitted, the Global Studies will be moved into the appropriate budget lines by the school budgeting team based on the below spend plan.

Global Studies Budget Item	How Item is Allocated
Global Studies Curricular Materials/supplies	Allocated equally to Global Studies Schools
Global Studies PD	Allocated equally to Global Studies Schools

Central Support

Based on available funds, the Office of Teaching and Learning may provide opportunities for NPS support, such as teacher professional development and curricular resources to support Global Studies Program.

Central Office provides support for schools by providing professional development and supporting in identifying and securing school partnerships. The Central Office also supports schools as they develop and implement plans for school global studies programming. Additionally, the Central Office supports the coordination and publicity of district-wide Global Studies Schools showcases and events.

Points of Contact

- Bianca Duphey, Director, Academic Innovation - Bianca.Duphey@k12.dc.gov
- Kirsten Hagen, Manager, Global Education - Kirsten.Hagen@k12.dc.gov
- Caroline Faircloth, Specialist, Global Studies - caroline.faircloth@k12.dc.gov

Helpful Resources

- Schools can find more information about Global Studies at <https://dcpsglobaled.org/>
- Contact Caroline Faircloth for the Global Studies Implementation Guide.

Safe & Positive Schools Allocation

How Funds Are Allocated

Schools that were approved and received the Safe & Positive Schools security re-allocation in SY21-22 (FY22) will receive funding in SY23-24 (FY24). They will receive 1.075 times the amount received in SY22-23 to account for inflation. Schools are required to apply this funding in support of a safe and positive school environment.

Budgeting Requirements

Schools are required to apply this funding in support of a safe and positive school environment.

Points of Contact

- Mike Lamb, Deputy Chief, Learning & Development Sciences - michael.lamb@k12.dc.gov

Level 3 Flexibility Allocations

The following allocations are fully flexible. To find more information on how these funds were allocated, please visit the “How Schools Are Funded” page of the dcpsbudget.com site.

Specialty Payments

These funds are provided to select schools as fully flexible funds (Note: except for Coolidge for which the specialty payment supports the Trinity Washington University-Coolidge partnership).

School Office Support

Each school is provided \$70,653 in flexible office support funding that can go towards obtaining front-office staff or non-personnel services.

Student Based Funding

Base Weight (K-12)

English Learner (EL) Weight (PK-12)

Special Education (SPED) Weight (PK-12)

K-8 Education Campus (EC) Weight (K-8)

Early Childhood Education (ECE) Weight (PK3-4)

At Risk Concentration Weight (40%) (PK-12)

At Risk Concentration Weight (70%) (6-12)

Early Learning Center (ELC) Weight (Military Road & Stevens)

Special Education Campus Weight (River Terrace)

NPS Total Allocation – Including Admin Premium and

Overtime

How Funds are Allocated

The FY23 per pupil amount was based on historical spending data, across the different school types. The FY24 per pupil NPS allocation is a 7.5% increase compared to the FY23 NPS allocation to account for inflation. Projected enrollment was multiplied by the per pupil amount to calculate the allocation.

Below are the FY24 per pupil amounts by school type:

- Elementary & Early Learning Centers: \$349/student
- K-8 Education Campus: \$354/student
- Middle School: \$367/student
- High School (including Secondary Education Campus and Alternative High Schools): \$637/student
- Special Education Campus: \$2,313

Budgeting Guidance

Library MOU Funding: In FY24, the library programming allocation to fund the DC Public Library MOU and district wide electronic library services, is included in the NPS Total Allocation. Every school's specific amount has been locked as a Level 1 flexibility.

Overtime and Administrative Premium: Based on historical spending of overtime and administrative premium, schools have a required amount of funds pre-budgeted as level 2 flexibility line amounts and principals may request to adjust them through the petition process.

Purpose

Administrative Premium

Administrative Premium Pay is negotiated compensation for Washington Teachers Union (WTU) members only. "Teacher" will be defined as any ET-15 (including ET-15/12, ET-15/11, and ET-15/10) or EG-9 member of the WTU. No other employee or non-employee of DCPS is eligible for admin premium. The rate for admin premium is \$60/hour.

Note for FY24

As a reminder, schools should continue to budget at the \$40/hour rate and are not responsible for budgeting at the increased rate. The administrative premium targets that were pre-budgeted used the \$40/hour rate as well.

Overtime

For Non-WTU or CSO members, time worked outside of an employee's tour of duty is compensated using overtime pay. The overtime rate is based on the employee's hourly rate at time and half. 70-hour aides (less than 40 per week) receive regular pay for all hours worked under 40 hours/week. Overtime rates apply when the employee exceeds 80 hours in the pay period.

Administrative Premium Program Guidance

The information that follows provides guidance regarding allowable categories of Administrative Premium. Activities that do not fall within this guidance are not authorized for administrative premium pay.

Afterschool Programs

In accordance with the WTU collective bargaining agreement, the rate of pay for teachers working in the afterschool program is equivalent to the rate established for Administrative Premium Pay.

Class Coverage/Loss of Planning or Lunch Period

In cases when substitute services cannot be obtained for an absent teacher, other teachers may be required to provide class coverage, thereby resulting in a loss of a planning period or lunch for the covering teacher. In addition, teachers may lose a planning period or lunch because another teacher who is typically assigned to cover their class is unavailable. In these cases, the teacher losing the planning period or lunch shall be compensated for the additional workload using Administrative Premium Pay. Compensation shall be in accordance with Article 23.17 of the WTU collective bargaining agreement. Finally, where an elementary school teacher receives students of an absent teacher, which causes the class size to exceed the contractual limit, such teacher shall receive Administrative Premium Pay.

Exceeding IEP Case Manager Limit

Article 24.5.5 of the WTU collective bargaining agreement provides a caseload limit for special education teachers of 15 students with Individualized Education Programs (IEPs) for the year. This refers only to the students with IEPs to whom the special education teacher is assigned as case manager. In cases where a special education teacher agrees to be case manager for more than 15 students with IEPs annually, such teacher will be paid the Administrative Premium rate in the amount of three hours per year for each additional student with an IEP over 15. For example, if a special education teacher is case manager for 17 students with IEPs during the year, he or she will receive \$360 in Administrative Premium Pay for the year (\$60/hour x 3 hours/case x 2 cases).

Other Eligible Activities Approved by the Supervisor or Appropriate Central Office Team

This section details the remaining activities that are eligible for Administrative Premium Pay.

- **Additional School Time Programs:** Administrative Premium Pay is allowable for teachers working in the Saturday Schools or centrally run Evening Credit Recovery Programs.
- **Before and After School Activities:** Administrative Premium Pay is allowable for teachers who are authorized by their supervisors to participate in activities before or after the school day or school year begins.
- **Compensatory Education:** Administrative Premium Pay is allowable for teachers for court-ordered compensatory education activities that take place before or after the normal tour of duty.
- **Enrichment/Tutoring:** Administrative Premium Pay is allowable for teachers participating in supplementary educational services, such as a school-sponsored tutoring program that occurs outside of the school day (i.e., either before school, after school, or on weekends).
- **Professional Development:** Administrative Premium Pay is allowable for teachers attending training tied to classroom learning and programs outside of the tour of duty. This includes New Educator Orientation, system-wide offerings held after a duty day in which Professional Learning Units are not offered, and Collaborative Planning.
- **Scheduling:** Administrative Premium Pay is allowable for teachers assisting with start-of-school scheduling activities outside of their tour of duty.

- **Summer School:** Administrative Premium Pay is allowable for teachers working at the Summer School program, in accordance with the WTU collective bargaining agreement. These teachers may be coded into an additional position to perform their services in the Summer School program if they are at a different school than their regular year school.
- **Teaching and Learning Curriculum Developers:** The Office of Teaching and Learning offers Administrative Premium Pay for teachers partnering with content experts to develop and review curriculum for fellow educators. Qualifying curriculum development initiatives may include, but are not limited to, Cornerstones, Common Core Math Corps, and STEM Master Teacher Corps.
- **Teacher and Principal Selection:** The Office of School Improvement and Supports frequently engages teachers beyond their normal tour of duty to assist with new teacher and Principal selection activities. Administrative Premium Pay is allowable for this activity.

Point of Contact

Principals and Finance Professionals should work with their specific Office of the Chief Financial Officer (OCFO) budget analysts and School Finance point of contact to understand appropriate usage and spending of funds as well as balance availability. If a school is unsure of their point of contact, they should email dcps.schoolfunding@k12.dc.gov.

Helpful Resources

[Additional Compensation Procedures Document](#)

At-Risk

For FY24, eligible schools can receive at-risk funding through the Uniform Per Student Funding Formula (UPSFF) and through the DCPS Student-Based portion of the school funding model. Schools may qualify for at-risk funding in four ways. Below is a description of each type of at-risk funding available to schools, divided into two sections: at-risk funding provided through the UPSFF and at-risk funding provided by DCPS through the school funding model using other local dollars.

UPSFF At-Risk Budgeting Guidance: At-risk funds should be directed toward improving outcomes for students identified as at-risk: students who are homeless, in foster care, qualify for certain federal assistance programs, or are over-age in high school. While At-Risk UPSFF dollars are Level 3 flexible funds that schools may use for either personnel (including administrative premium and overtime) or non-personnel budget items, schools should not use this funding for core programming at the school. These funds are intended to be supplemental to each school's budget. Schools should use other flexible funding to budget for core programming first, including, but not limited to, grade-level teachers and content teachers to meet base scheduling requirements. Further, At-Risk UPSFF funding should not be used for custodial services or custodial supplies.

At-Risk funding provided through the UPSFF

At-Risk UPSFF: This allocation can be found on the school budget allocation worksheet as “At-Risk UPSFF.” This is a fully flexible allocation that schools may use to budget for most things needed (*see below for budgeting recommendations*). DCPS allocates 90% of all at-risk funding received to schools through a program grant in the form of a per pupil allocation. The Fair Student Funding Act allows DCPS to retain 10% of the at-risk funding centrally for administrative purposes.

How At-Risk UPSFF Funds are Allocated: The total amount of at-risk dollars that a school receives will be based on the projected number of students identified as at-risk. For FY24, this per-pupil dollar amount is \$2,818 per student. This per pupil amount is 24% of the UPSFF foundation level.

Budgeting Recommendation: Please see the “UPSFF At-Risk Budgeting Guidance” section above.

(NEW) At-Risk Concentration UPSFF: This allocation can be found on the school budget allocation worksheet as “At-Risk Concentration UPSFF” and is a fully flexible allocation. These funds are provided to eligible DCPS schools to support schools with higher proportions of students considered to be at-risk.

How At-Risk Concentration UPSFF Funds are Allocated: DCPS allocates 100% of the At-Risk Concentration to schools through a program grant in the form of a per pupil allocation. These funds are based on the projected number of students identified as at-risk. Schools with more than 40% of students designated at-risk receive \$652 per student over the 40% threshold. Schools with more than 70% at-risk students schools receive an additional \$652 for all the students over the 70% threshold. The per pupil amount for both the 40% and 70% weights is 5% of the UPSFF foundation level.

Budgeting Recommendations: Same as above for At-Risk UPSFF funds.

At-Risk High School Over-age Supplement: This allocation is provided to schools with grades 9-12 and is included in the “At-risk UPSFF” on the school budget allocation worksheet. These funds are intended for schools who have students who are behind grade level in high school.

How At-Risk High School Over-age Supplement Funds are Allocated: DCPS allocates 90% of the At-Risk High School Over-age Supplement to schools through a program grant in the form of a per pupil allocation.

Budget Recommendations: Please see the “UPSFF At-Risk Budgeting Guidance” section above.

DCPS At-Risk Concentration Weight Funding

DCPS provides additional at-risk funding via at-risk concentration weights that are funded with local dollars outside of the UPSFF at-risk grant. These are Level 3 flexible funds and may be used completely at principals’ discretion to support equitable outcomes for students with higher needs. PK-12 Schools with over 40% of students designated at-risk receive an additional \$1,295 per student on top of the base weight for each student over the 40% threshold. Schools with grades 6-12 that have over 70% of its students designated as at-risk can receive an additional \$1,295 per student on top of the base weight for each student over the 70% threshold. More information on how these funds are allocated can be found in the “How Schools Are Funded” section of the DCPS budget website (www.dcpsbudget.com).

Title I Schoolwide

Title Funding for Title I Schools (Title I Schoolwide is a Level 3 Allocation while Title I Parental Involvement is a Level 1 Allocation)

How Title Funds are Allocated at Title I Schools:

Title I schools receive an allocation for Title I instructional funds (Schoolwide – Level 3 flexibility), Title I parental & family engagement funds (Level 1 flexibility), and Title II professional development funds (Schoolwide – Level 3 flexibility).

- Title I schools receive an allocation called “Title I Schoolwide Funds,” which is their Title I Instructional and Title II Professional Development funds combined.
 - Title I Schoolwide funds are allocated based on the Eligibility Percentage (the Identified Student Percentage multiplied by 1.6 as determined by the United States Department of Agriculture (USDA)).
 - Title II professional development funds are allocated to Title I schools on a per-pupil basis to be used for Professional Development. As individual Title II school allocations are small and to increase flexibility for schools in using Title I and II funds, DCPS transfers the school’s Title II allocation into Title I schoolwide funds, which also includes the Title I Instructional allocation.
- Title I Parental & Family Engagement are allocated to schools on a per pupil basis and the total amount makes up 1% of the district’s total Title I allocation. This is a Level 1 allocation line on the school’s budget (Level 1 flexibility). The funds are supplemental to the school’s local funding and must be used to support family engagement initiatives.

Title I **Purpose**

Title I funds are used for a variety of services and programs to improve student outcomes. Title I funds are used to supplement the amount of funds that would be made available from non-federal sources and not to supplant funds from the regular budget. The key objective of Title I funds is to close the achievement gap and serve the most disadvantaged students. The amount of Title I funds a school may receive is determined by its eligibility percentage.

Title I **Part A Programs** For schools with an eligibility percentage of 35 to 39.99 percent, the Monitoring and Program Support team will work with the school to determine which Title I Program they would like to operate under, Targeted Assistance or School-Wide. Each of these schools must use their Comprehensive School Plan (CSP) as a guide to ensure that the federal requirements of these funds are met.

Provide programs and services geared toward improving student achievement, such as:

- Hiring instructors who provide intensive academic intervention to students; emphasizing access to a “well-rounded education” that includes not only reading and mathematics but also includes music, the arts, foreign languages, science, social studies, environmental education, computer science and civics.
- Administrative Premium to pay teachers for before- or after-school tutorial programs.
- Purchase of educational software and equipment to support and enhance classroom instruction.
- Development of reading and math intervention programs that target the most academically at-risk students; and
- Support for parental involvement activities included in the Comprehensive School Plan and/or articulated in the School Parental Involvement Policy’s Parent Compact (also known as Parent Partner activities) that complement their Title I Parent and Family Engagement allocation.

Other allowable uses

- Hire or contract personnel to provide student instructional services.
- Payment of stipends to parents as volunteer partners in the school.
- Purchase of supplies and materials, equipment, software, and reference materials.
- Payment for approved local and out-of-town travel, hotel accommodations, conference, convention, and registration fees that support research-based strategies; and
- Payment for services that serve an educational purpose toward improving student achievement.

Non-allowable uses

- Support catering services that are not explicitly and directly tied to its Title I program related to students and parents.
- Fund field trips to amusement or water parks (i.e., Six Flags) and paraphernalia (i.e., T-shirts, iPads, promotional items/swag); or
- Supplant (replace) funds from the required school budget.

Stability Funds

Stabilization

Safety Net Supplement

FY24 One-Time Mayor’s Recovery Funds

Programming with Requirements

Core Content

Purpose

Core content teachers play an integral role in ensuring that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment. Content teachers develop and implement curricula and activities to meet academic standards by thoughtfully planning daily lessons and implementing specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary.

Core content areas include:

- Elementary English Language Arts and Social Studies
- Elementary Mathematics and Science
- Secondary Science
- Secondary English Language Arts
- Secondary Mathematics
- Secondary Social Studies
- World Language
- Dual Language

Program Requirements

School staffing plans must ensure that school leaders can meet the scheduling guidelines.

- SY23-24 [Elementary School Scheduling Policy and Guidance](#)
- SY23-24 [Secondary School Scheduling Policy and Guidance](#)
- [Graduation Requirements](#) (5-A DCMR § 2203)

Central Support

Budgeting Recommendations

Non-Financial

- OTL Cluster Support Model managers support LEAP Leaders in helping teachers navigate and implement the curriculum.
- Content teams engage with various stakeholders to prioritize content for district-wide professional development so that their design is responsive to school needs.
- Content teams provide support on Canvas, including but not limited to, curricular resources and asynchronous professional development offerings.

Points of Contact

- Alison Williams, Deputy Chief, Content and Curriculum - alison.williams@k12.dc.gov
- Anthony Hiller, Senior Director, Core Content Alignment - anthony.hiller@k12.dc.gov
- Emily Hammett, Director, Elementary ELA and Social Studies - emily.hammett@k12.dc.gov
- Kaila Ramsey, Director, Elementary Math and Science - kaila.ramsey@k12.dc.gov
- James Rountree, Director, Science - james.rountree@k12.dc.gov
- Abby Welsheimer, Director, Secondary ELA - abby.welsheimer@k12.dc.gov
- Gabriel Cartagena, Director, Secondary Math - gabriel.cartagena@k12.dc.gov
- Vacant, Director, Social Studies
- Kate Burkett, Director, Language Learning - kate.burkett@k12.dc.gov

Helpful Resources

- [Graduation](#)
- [Scheduling](#)
- [Staffing](#)
- [Curriculum and Instructional Models](#)

LEAP (Learning together to Advance our Practice)

Purpose

LEAP is DCPS' school-based approach for content-focused professional development.

All core content teachers are assigned to a content-area and grade-band LEAP Team. Each LEAP Team is led by a LEAP Leader: Assistant Principal (AP), Instructional Coach (IC), TLI Teacher Leader, or Secondary Department Chair with expertise in the content area of their team. Together, teams focus on instructional planning and practice, content knowledge development, and student work and data analysis.

During budget development, Principals submit their LEAP Plan for SY23-24 via the LEAP Design Tool (more information and a link to the tool will be provided to Principals by the Central Office Professional Learning Team in OTL). Principals may choose to largely keep the current LEAP structures at the school and make refinements, or, after considering the efficacy of LEAP this year, they may choose to start *Requirements* ~~new~~ with a different team and/or LEAP leadership structure. Please refer to the [LEAP Design Guide](#) for complete LEAP design guidance.

Program Guidance

While this model will look different depending on the subject and grade, every core content teacher will have the opportunity to participate in ongoing professional learning via LEAP.

There are three guiding principles for designing LEAP Teams:

- All core content teachers are on a LEAP Team, including Special Education and ESL teachers.
 - Please refer to the [LEAP Design Guide](#) for specific guidance regarding Special Education and ESL LEAP requirements.
- Each LEAP Team is led by a LEAP Leader with expertise in the content area of their team.
 - At the secondary level, a Department Chair may replace a TLI Teacher Leader.
 - What is a TLI Teacher Leader? The Teacher Leadership Innovation (TLI) Program is a unique opportunity for teachers and school leaders to design and implement innovative teacher leadership roles that allow a teacher to spend at least 50 percent of the day teaching and the rest of the day leading other adults in the building. Designed at the school level, with support from central office, the TLI roles are specifically tailored to a school’s needs and priorities.
 - For a teacher leader role to assume the responsibilities of a LEAP Leader, it must include a minimum of 25% release time from teaching duties to do the work of leading adults in the school building. Release time refers to specific periods of the day when TLI Teacher Leaders, who also serve as LEAP Leaders, are released from their typical teaching load to perform leadership duties. As LEAP Leaders who are also TLI Teacher Leaders, these teachers are still working with students for a significant portion of the day but are also able to leverage their expertise to support their colleagues through the LEAP cycle of professional development.
 - When planning for TLI Teacher Leaders to serve as LEAP Leaders, at least 25%, and up to 50%, of a TLI Teacher Leader’s time should be allocated for LEAP-related activities. TLI Teacher Leaders should be included in IMPACT Groups 1a, 2c, 2d, 2e, 3e, or 3f. TLI Teacher Leader is an official position designation that can be selected on a school’s budget.
 - Please refer to the [LEAP Design Guide](#) for specific guidance regarding release time for TLI Teacher Leaders and/or Department Chairs.
- Most core content teachers, including Special Education and ESL teachers, receive a one-on-one coaching touchpoint weekly (at the elementary and middle school levels) or bi-weekly (at the high school level) from their LEAP Leader.
 - Please refer to the [LEAP Design Guide](#) for specific guidance regarding Inner Core LEAP options and Library Media Specialist LEAP participation.

As part of the WTU Collective Bargaining Agreement (Section 2.4.1.2), all DCPS schools must have a full-time Instructional Coach, whose sole responsibility shall be to provide professional development in a job-embedded manner and who shall have no evaluative duties and play no role in any Teacher’s evaluation. Current guidance from LMER is that this required position cannot be replaced with two part-time instructional coaches or two-TLI teacher leaders with 50 percent release time. Most schools will include this instructional coach position as a LEAP leader on their LEAP Team Design Plan, but schools are not required to do so.

How Funds Are Allocated

Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for LEAP positions including Assistant Principals, Instructional Coaches, and Teacher Leaders.

As Principals plan for next year’s LEAP Teams, they will consider the grade bands for teams, the teachers who are part of those teams, and the LEAP Leaders who are leading those teams.

- When determining which LEAP Leader role to allocate, please keep the following release time

and caseload recommendations in mind:

Role	% Time Dedicated to Teacher Support	Caseload Range for Coaching Touchpoints
Assistant Principal (12 month)	75%	Elementary and Middle School: 5-9 High School: 10-16
Instructional Coach (10 month)	100%	Elementary and Middle School: 8-12 High School: 16-22
TLI Teacher Leader/ Department Chair (10 month) with 50% release time*	50%	Elementary and Middle School: 3-6 High School: 4-8

*TLI Teacher Leaders/Department Chairs should be teaching students for at least 50% of the day.

Menus of Options

Schools may select whichever LEAP Leader positions aligns best with their school vision, if all ELA Math, Science, and Social Studies teachers (including Special Education and ESL teachers) are a part of a LEAP Team and all LEAP Teams are within the above teachers-to-leader ratio for observation and feedback.

The following LEAP roles are available to schools:

- Assistant Principals
 - Assistant Principal – English Language Arts
 - Assistant Principal – Math
 - Assistant Principal – Social Studies
 - Assistant Principal – Science
- Instructional Coaches
 - Instructional Coach – English Language Arts
 - Instructional Coach – Math
- TLI Teacher Leaders
 - TLI Teacher Leader – English Language Arts
 - TLI Teacher Leader – Math
 - TLI Teacher Leader – Early Childhood Education
 - TLI Teacher Leader – Special Education
 - TLI Teacher Leader – Science
 - TLI Teacher Leader – Social Studies

- TLI Teacher Leader – Culture

Please refer to the [LEAP Design Guide](#) for scheduling and release time guidance, as well as sample schedules.

Central Support

To recognize the expanded role being taken on by TLI Teacher Leaders, Teacher Leaders receive an annual stipend for their roles. Even with 25% – 50% release time from teaching duties, the role of a TLI Teacher Leader exceeds normal responsibilities, as TLIs are planning for and leading instruction for students, alongside planning for and leading adult professional development and coaching.

- TLI stipends are centrally funded with no additional cost to the school.
- TLI Teacher Leaders who are also Secondary Department Chairs will only receive the Secondary Department Chair stipend. The amount of the TLI Teacher Leader Stipend for SY22-23 has not yet been determined.

- Non-Financial*
- Content teams provide school support for LEAP leaders to improve the effectiveness of LEAP seminars, data/planning protocols, and coaching touchpoints.
 - Content teams engage with various stakeholders to prioritize content for new LEAP seminars so that their design is responsive to school needs.
 - Content teams plan and facilitate LEAP Leader PD at key points throughout the school year. LEAP Leader PD provides the opportunity for LEAP Leaders to deepen their knowledge of district-wide and cluster-specific priorities. They may include learning walks to gather instructional data on implementation of school priorities and leverage the data gathered to support LEAP Leaders in planning upcoming professional learning for teachers.

Points of Contact

Please reach out to leap@k12.dc.gov with any questions or concerns.

Helpful Resources

Please refer to the [LEAP Design Guide](#) for full guidance and additional resources. Principals will also be contacted via email with further details including a link to the LEAP Team Design Tool.

Visual Arts, Music, and Performing Arts

Purpose

Arts education in DC Public Schools cultivates each student’s ability to create and empowers them to use their voice with courage. DCPS Arts develops the critical problem solving and communication skills

of students that are vital in creating today's complex society. Through the [DCPS Arts Framework](#), all students engage with themes across developmental stages, revisiting ideas as they progress and grow through arts learning.

DCPS arts education encompasses visual arts, music, dance and theater all rooted in the [National Core Arts Standards](#). Certified arts teachers offer students engagement in the full range of mediums and student agency, ensuring students receive the rigorous DCPS arts curriculum.

Throughout their time in DCPS, students increase their ability to address complex issues and explore multiple perspectives through the arts. Students of DCPS arts education will be innovative in their approach to contemporary society's most pressing issues, as they become savvy consumers and producers of culture. The Arts offer students multiple modalities to engage with subjects/ideas/hopes, freeing the student's agency to true authenticity and exploration. Washington, DC is one of the largest arts career markets in the country, and the DCPS arts pathway offered in full can set them up to be participants in their arts economy and community.

Program Guidance

Requirements

Art and Music teachers must be licensed in their content areas. Budget requirements can also be found on the [ACE planning page](#). The following are the required minutes of instruction at each grade level:

Elementary (PK-5)

- Requirement of 45 minutes/week, goal of 90 minutes/week of Visual Art
- Requirement of 45 minutes/week, goal of 90 minutes/week of Music

Middle Grades (6-8)

- 6th grade students must be scheduled to take a full year of art courses that will enable them to explore every art form that your school offers.
- All students must take at least one semester of any type of arts courses (music, visual arts, or performing arts) in both grades 7 and 8. Students in grades 7 and 8 self-select the arts pathway in which they would like to pursue, and schools must make choices available each year.
- High School (9-12)
- OSSE requires 0.5 credit of visual arts to graduate.
 - All arts courses count toward the required 0.5 of art and music graduation credit, required for students to graduate.
- OSSE requires 0.5 credit of music to graduate.
 - All music courses count toward the required 0.5 of music graduation credit, required for students to graduate.
- Schools are required to offer course options for students to fulfill their visual art and music requirement, as well as elective level credits to encourage sustained engagement in the arts. The pathway documents below offer insight to suggested course sequencing for the arts in secondary grades. These pathways are designed to ensure students are ready for the AP (Advanced Placement) portfolio requirements.
 - Visual Arts Pathways

- Music Pathways
- Performing Arts Pathways

Restrictions

- All arts classes must be taught by a licensed and certified teacher in that content area.
- Arts courses cannot be withheld as punishment or for remediation/intervention needs.
- Teaching artists, partner engagements and after school clubs are not substitutes for art and music education requirements.

How Funds are Allocated

Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for Art and Music teachers and supplies.

Budgeting Recommendations

- Personnel*
- Schools receive discretionary funds and will budget for their music and arts teachers using these discretionary funds, which include their Student Based Budgeting (SBB) local funds.
 - Schools are encouraged to hire full-time classroom educators to allow for full programs that include band and arts clubs, as well as promote retention and teacher commitment to the community. In cases of part-time 0.5 FTE teachers, some schools have found success in sharing a full-time teacher across two schools.
 - Community partnerships are for supplementing art and music programs at the school, not to replace or supplant the role of the arts educator.
 - For Secondary Music consider a choral and instrumental music teacher to supply students with both pathways.
- Non-Personnel*

- Students will be able to use the 6th grade year for exploration and then choose an art form to focus on in 7th and 8th grades or continue to explore different art forms as their interests develop.
- Schools that can offer full year individual arts courses are encouraged for continuous engagement, especially in performance art forms such as instrumental and theater.
- Mixed grade cohort arts courses are encouraged (based on experience—i.e., beginner, intermediate, advanced)

Recommended Teacher Staffing for the Arts

Projected Enrollment:	Visual Art Teachers	Music Teachers	Performing Arts Teachers
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Less than 400 students	1 teacher	1 teacher	0.5 teacher
Between 400 and 599 students	1.5 teachers elementary 2 teachers secondary	1.5 teachers elementary 2 teachers secondary (one choral & one instrumental)	1 teacher
Greater than or equal to 600 students	2 teachers elementary 3 teachers secondary	2 teachers elementary (One choral & one instrumental) 3 teachers secondary (One choral & two instrumental)	1 teacher

Non-Personnel

DCPS Art and Music supplies are a yearly expense due to the large population of students served and consumable nature of many of our materials. Schools are required to budget for supplies for classes in all arts content areas offered. Please work with your teachers using the guidelines below to build your budget lines. Recommended budgeting supplies NPS as shown below for each Art and Music teacher:

School Type	Per Pupil Spending
Elementary School (ES)	\$10.00 (minimum of \$2000)
Middle School (MS)	\$10.00 (minimum of \$3000)
High School (HS)	\$15.00 (minimum of \$4000)

Budget considerations

- A minimum budget is set to ensure teachers have the instruments for music and the large number of consumables for visual arts each year, especially in low enrollment schools.
- Financial* • Supporting the community in performances and visual arts adds cost to the supply budgets through uniforms, microphones, large scale paints, display boards and more.
- Instrument repair and replacement is a yearly expense to be considered.

Central Support

- All schools have access to partnerships for performances, teaching artists, and classroom support from:
 - Washington Performing Arts
 - The Kennedy Center
 - Pulitzer Center
- Teacher Arts Fellowship: Cultivating Compassionate Classrooms on trauma sensitive teaching in the arts. Teachers engage in 10 full day sessions and mentorship for the calendar year, January-December.
- Instrument repairing service and piano tuning service
- Cornerstone supplies and culminating events for performance and exhibit of artwork provided.
- Digital arts platforms including:
 - Adobe Creative Suite
 - Smartmusic
 - Soundtrap

Non-Financial

- Four professional learning days per year
 - LEAP and RISE modules for self-paced professional learning
 - Teacher coaching and leadership opportunities
 - Teacher fellowships in partnership with outside organizations
 - District-wide events
 - Arts curricula and resources
 - New teacher support group
 - Local arts education partnerships providing teacher workshops and classroom support
 - Curriculum writing institutes

Points of Contact

- Mary Lambert, Director, Arts - mary.lambert@k12.dc.gov
- Lindsey Vance, Manager, Arts Innovation - lindsey.vance@k12.dc.gov
- Patrick McDonough, Manager, Visual Arts - patrick.mcdonough@k12.dc.gov
- Robert Battle, Music and Performing Arts Manager - robert.battle@k12.dc.gov

Helpful Resources

- [DCPS Arts website](#)
- [Arts Portal on Canvas](#)
- [Academic and Creative Empowerment Planning](#)

World Language

Purpose

DCPS believes that acquisition of multiple languages is an imperative skill for globally competent students, critical to students' future interactions in college, career, and community. In addition to developing cultural competency, research suggests that language learning correlates with higher academic achievement on standardized test measures (ACTFL). Investment in strong language learning pathways from elementary through high school ensures that students are college and career-ready, and able to communicate and collaborate with culturally diverse audiences, to think globally, and to become active global citizens.

Program Guidance

- Elementary School (optional):
 - *Requirements by School Type* World Languages is optional for elementary schools. If offering World Languages, a minimum of 45 minutes each week is recommended. Flexible Acceleration Minutes can be used for a variety of purposes, such as specialized programming for Inner Core subjects including World Languages.
- Middle School (required):
 - Required: Students must have the opportunity to study a World language in Middle School.
 - Recommended: Students in 7th and 8th grade take 60 hours of instruction in a yearlong format for a total of 120 hours across 7th and 8th grade, which is approximately 45 minutes every other day for an A day/B Day schedule. If students pass both 7th and 8th grade courses with seat hours that are equal to or exceed 120, students may earn 1.0 credit toward the World Language graduation requirement.
 - Recommended: Students in 6th grade are recommended 60 hours of instruction in a yearlong format to provide continuous access to World Languages from elementary through high school, which is approximately 45 minutes every other day for an A day/B Day schedule.
- High School:
 - To receive a diploma in DC, students must earn 2.0 credits (or Carnegie Units) in World Languages.
 - If students earn 1.0 credit in middle school, students should be scheduled in a Level II course in the same language upon entering high school.
- Secondary Schools
 - Dual Language schools with strand dual language programming must have the required World Language program offerings by grade band available for their students in the English-only strand.

How Funds are Allocated

Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for World Language teachers and supplies.

Budgeting Recommendations

To ensure that students can reach advanced levels of proficiency in the language studied, it is critical that schools consider feeder patterns when hiring and scheduling language offerings, especially middle to high school. If you are considering making changes, reach out to the World Language team at DCPSWorldLang@k12.dc.gov to discuss your options.

To budget for World Language teachers, Principals will use discretionary funding including their Student Based Budgeting (SBB) local funds. The world language team recommends the below staffing guidance as a best practice and to ensure students have access to 45 minutes of instruction each week.

School Enrollment for Grades K-5	# of Recommended FTE for World Languages
Up to 250	0.5 FTE – 1.0 FTE
250-400	1.0 FTE
400-600	1.5 FTE
600+	2.0 FTE

Menus of Options

- Designating a full 1.0 FTE is the best way to have a robust and successful Elementary world language program, as 0.5 FTE positions can potentially create retention and program articulation challenges for students.
- For schools who do staff world language program with a part time teacher, consider sharing the teacher with a nearby school and coordinate to support smooth transitions for teachers.
- Consider staffing your program to ensure common planning time for language teachers and some collaboration opportunities with classroom teachers (at the elementary level).
- World language can and should be integrated into the school community and curriculum at all grade levels. World language curricular documents highlight potential collaboration opportunities with other core content areas.

Central Support

Non-Financial

The DCPS World Language teams provides PD opportunities including but not limited to:

- District-wide PD days
- Optional cohort PD opportunities (i.e., New Teacher Mentor Program, World Language Leadership Academy)
- Canvas resources: curricular materials, on-demand asynchronous PD resources

- STAMP Assessment for 8th grade and Level II students
- Text and digital resources for K-12 elementary programs (reach out to dcpsworldlang@k12.dc.gov for language/level specific information)

Points of Contact

For questions related to World Language, please contact:

- Kate Burkett, Director, Language Learner, kate.burkett@k12.dc.gov
- Shana Wilson, WL Manager, shana.wilson@k12.dc.gov
- DCPS World Languages Inbox, DCPSWorldLang@k12.dc.gov

Helpful Resources

- [Academic and Creative Empowerment Planning](#)
- To learn more about our program and curricular resources, visit the [World Language Canvas page](#).

Health & Physical Education

Purpose

Health and Physical Education (HPE) for the District of Columbia Public Schools is an integral part of the total education process. DCPS employs a variety of curricula and tools to teach health and physical education.

The goal of health education is to empower students to become health-literate individuals who have the capacity to obtain, interpret, understand, and apply health information and services. Students will use this knowledge in ways to enhance the health of themselves, their families, and the communities of Washington, D.C.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. A physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications of and activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Definitions:

Healthy Schools Act

- Health Education means instruction of the District of Columbia Health Education Standards.
- Physical Activity means bodily movement, including walking, dancing, or gardening.
- Physical Education means instruction based on the District of Columbia Physical Education Standards, of which at least 50% of the time is spent in moderate to vigorous physical activity.

Program Guidance

- Grades K-5 Physical Education
 - Requirement of 90 minutes/week, goal of 150 minutes/week
- Grades K-8 Health Education
 - Requirement of 75 minutes/week
- Requirements* • Grades 6-8 Physical Education
 - Requirement of 135 minutes/week, goal of 225 minutes/week
 - 75 minutes of health education in grades K-8.
- Grades 9-12 Health Education and Physical Education
 - [Requirement of 1.5 Carnegie units for graduation.](#)
 - One full credit of physical education: PE1 and PE2 and 0.5 credits of health; P26 are required for graduation per DCMR.

All minutes are based on average for the week throughout the school year.

Restrictions

- Health and PE must be taught by a licensed and certified teacher
- Health and PE cannot be withheld as punishment or for remediation/intervention needs, per DC Code.

Recess, dance, and other movement-based acts of physical activity are not substitutes for physical education requirements.

How Funds are Allocated

Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for HPE teachers and supplies.

Non-Personnel Budgeting Recommendations

Physical Education requires specific consumable and durable supplies to teach content standards. For example, bean bags, assortment of balls, heart-rate monitors, racquets, and fitness equipment. Each set of materials should be enough for one class size, or two class sizes if team teaching. Schools should budget based on a per pupil amount.

Grade	Per pupil amount
K-5	\$5
6-8	\$10
9-12	\$15

Grades K-5 – Personnel Recommendations

School Enrollment	# of FTE for HPE
Up to 125	0.5
126-250	1
251-375	1.5
376-500	2
501-625	2.5
626-775	3

Grades 6-8 – Personnel Recommendations to meet Healthy Schools Act

School Enrollment for Grades 6-8	# of FTE for HPE
Up to 150	1
151-300	2
301-450	3
451-600	4
601-750	5
751-900	6
901-1050	7

1051-1200	8
1201-1350	9
1351-1500	10
1501-1650	11
1651-1800	12

Menus of Options and Best Practices by School Type

- Best practices:
 - Dually-certified Health and Physical Education teacher with degree in physical education.
- Elementary Sample Schedules/Recommendations
 - Prioritize teaching positions. Please do not remove your art, music, or world language teacher to add a PE teacher. The district values equity and aims to help develop the whole child through a broad, rich, and engaging curriculum.
 - The law requires PK students to have 60 minutes of physical activity which can be PE or another type of physical activity depending on scheduling allowability and age-appropriate physical activities.
 - Health (instruction aligned to Health Standards) can be taught in elementary grades by the classroom teacher and can count towards the 75-minute requirement.
 - When teaching in person, maximize the HPE teachers’ schedules and use spaces creatively. Many PE standards can be met in classroom sized open spaces, outdoors and sometimes even a large hallway.
 - Sample Schedule 1
 - Sample Schedule 2
 - Middle school/EC recommendations
 - Schools can assign teachers to a grade level to reduce content/equipment changes.
 - Schedule planning periods or changeover window to accommodate with changes between ES and MS content (EC recommendation).
 - High school recommendations
 - Certified Physical Education teachers with a Red Cross Certified Water Safety Instructor endorsement should only be scheduled for swim classes.
 - Physical Education in high school should be focused on fitness and lifetime sports.
 - Best practice: Health certified teacher should be dedicated to only health instruction.

Central Support

Physical Education Emerging Leader (PEEL) and Physical Education Leader (PEL) program provides additional PD experiences for select groups of teachers annually, which includes an annual trip to the SHAPE America Conference.

Non-Financial

Points of Contact

- Miriam Kenyon, Director, Health & PE - miriam.kenyon@k12.dc.gov
- Michael Posey, Manager, Health & PE - michael.posey@k12.dc.gov

Helpful Resources

- [Academic and Creative Empowerment Planning](#)

Athletics

Purpose

The District of Columbia Interscholastic Athletic Association (DCIAA) is committed to having a sound interscholastic athletic association. DCPS will: (1) reinforce the concept that interscholastic athletics is a vital, integral part of the total school educational program; (2) emphasize standards of scholarship, sportsmanship, ethical conduct and amateurism; (3) promote and develop educational leadership, physical fitness, athletic excellence and sports participation; (4) initiate, stimulate, and conduct interscholastic athletic programs for student-athletes, and strive to promote equal opportunity to diverse populations and abilities interested in participating in the athletics programs.

Athletics is a vital, integral part of the total school educational program that promotes and supports student-athlete excellence within the school community. Students that participate in sports are more engaged in school in several categories: higher grade point averages, re-enrollment, attendance, and promotion and graduation. As a result, a thriving, robust athletic program helps to drive school leaders, recruitment, and retention.

Requirements: All public high schools, middle schools, and elementary schools, which are accredited by the District of Columbia Public Schools (DCPS), shall be eligible for membership in DCIAA. To be a DCIAA member school, schools must sponsor at least one athletic team.

Program Guidance

All athletic programs that participate in the DCIAA must meet the requirements of Title IX compliance.

How Funds are Allocated:

High Schools budgeting for an athletics coordinator will utilize their discretionary funding including their Student-Based Budgeting (SBB) local funds.

Budgeting Recommendations

In order to have a successful high school athletics program, schools must have an employee in the role of Athletics & Activities Coordinator. We recommend this employee obtain the role of a full time Athletics & Activities Coordinator to establish and guide athletic operations within the school and support their coaches and athletic teams.

The Athletics and Activities Coordinator position is an ET-10 position, which is a full-time position and therefore ineligible for extra duty pay or administrative premium. The Department of Athletics will not be able to supplement any high school staff members with stipend dollars for the Athletics & Activities Coordinator position.

Comprehensive and Application High School Staffing Recommendation

The chart below can support decision making on the position of the Athletics & Activities Coordinator at high schools:

Athletics & Activities Coordinator - FTE	Number of Athletic Teams
1 Coordinator	9 Athletic Teams or greater
.5 Coordinator	8 Athletic Teams or less

Opportunity Academy Athletic Coordinator

Through the DCIAA Athletic Extra Duty/Stipend pay process, the Department of Athletics pays the stipend for one Opportunity Academy Athletic Coordinator per school. Opportunity Academy Athletic Coordinators receive this stipend for their role in ensuring their school athletic programs operate efficiently.

Role of the Athletics and Activities Coordinators

Through the Athletic Extra Duty/Stipend pay process, the Department of Athletics pays the stipend for one Middle School and Elementary School Athletic Coordinator per school. Athletic Coordinators at the Middle & Elementary School level receive a stipend for their role in ensuring their school athletic programs operate efficiently.

At DCPS high schools, the Athletics and Activities Coordinator position is a full-time position. Successful, robust athletic programs are guided by Athletic and Activities Coordinators that are available to handle the following day to day tasks (not an exhaustive list):

- Ensure that athletic programs, student clubs and other extracurricular activities operate efficiently
- Student-athlete eligibility
- Coach certification and coach pay
- Manage team rosters in Athletics Tracking System
- Prep and setup athletic facilities(stadiums/gymnasiums) for practices and contests
- Uphold and effectively implement the rules and policies associated with the DCIAA
- Coordinate and oversee equipment and uniform inventory
- Manage athletic contests practices and events with appropriate personnel
- Oversee scheduling for athletic teams and contests
- Manages consolidation of contest gate receipts
- Determines scheduling and formulates contracts for non-league athletic contests
- Complete end of year modules for Title IX and athletic compliance reports
- Manage the budget for extracurricular and athletics programs

In addition to the administrative duties to keep the athletic program in compliance, athletic coordinators develop strategies for increased participation, support their coaches, are visible and available, and ensure a culture of sportsmanship, teamwork and scholarship are vital components of the athletic program.

Flexibilities

Given the dynamic role of the Athletics and Activity Coordinators, it is recommended to limit the additional administrative and other school-based role of the individual. When coordinators are required to do too much, they become less available and the overall athletic program suffers. At some schools this has led to compliance issues, important eligibility and participation forms not turned in, forfeits and team collapses occur, and student-athletes and coaches suffer by not getting the support they need. Consequently, these negative occurrences impact the future growth and development of the athletic program as well as impact decisions on budgets for maintaining athletic teams and athletic program equipment at the school.

Financial

Central Support

The DCPS Department of Athletics budget provides transportation for athletic teams, security at games, team uniforms, athletic equipment, coaches pay, game officials, non-DCPS competition venues, medical services and championship awards. Only Opportunity Academy, Elementary, and Middle Schools receive Central Office support for a stipend to pay for a staff member to take on the role of Athletic Coordinator.

Non-Financial

The DCPS Department of Athletics supports Athletic Directors through monthly meetings, providing professional development specific to the role the Athletic Director plays in establishing and guiding athletic operations within the school and supporting their coaches and athletic teams.

Points of Contact

- Michael Bryant, Executive Director of Athletics, Office of Secondary Schools - michael.bryant5@k12.dc.gov

Helpful Resources

The DCIAA is an athletic conference governed by the rules in our handbook. Please read the DCIAA *DCIAA Handbook* Athletics Handbook for full rules and regulations. The handbook covers several policies including membership, student eligibility, non-league competitions, health and safety, sportsmanship, finances, and sanctions.

DCIAA Website
www.thedciaa.com

Attendance Counselors

DCPS' vision for attendance is that every adult makes each student feel welcomed and encouraged to attend school every day. In addition, DC Code and regulations establish specific requirements related to the obligations of schools to ensure attendance intervention and reporting. These requirements are outlined in [DCPS' Attendance Policy](#). The Attendance Counselor provides school-based support to improve student attendance. The objective of this position is to monitor and support the school's compliance with DCPS attendance policies and procedures and implementation of truancy and attendance improvement strategies.

Requirements/Restrictions

All schools must develop a system to adequately oversee attendance intervention and reporting requirements in accordance with DC Code, DCMR (District of Columbia Municipal Regulations), and [DCPS' Attendance Policy](#).

How Funds are Allocated

Schools are allocated discretionary funds including Student Based Budgeting (SBB) local funds and can use these funds to budget for Attendance Counselors. Principals should use the recommendations below to budget for full time attendance counselors or designate staff in the building to complete the necessary attendance tasks depending on their school type and attendance data.

Role of the Attendance Counselor

Attendance Counselor duties can be divided into responsibilities that relate to student interventions and those related to data input and management. Schools must ensure that data management and student intervention responsibilities are outlined in [Attendance Counselor Job Description](#) and the [Attendance Implementation Protocol](#) are consistently completed and have a clear owner within the school.

Menus of Options/Budgeting Recommendations

It is highly recommended that all high schools budget for an attendance counselor; however, Principals may assign the duties to other staff in the building. Opting to assign these duties to another staff should only be done in schools designated as having low attendance needs, based on the qualifications in the following sections.

All Schools All schools must have designated staff in the building to complete attendance tasks. Principals are strongly encouraged to use the attendance model below to determine adequate attendance staffing for their buildings (using data from the previous two years). As a best practice, it is recommended that designated staff members dedicate approximately seven hours of work time over a six-week period for every chronically absent or truant student, to appropriately prepare for, hold a student attendance conferences, and monitor attendance intervention plans.

High Attendance Needs

If your school is within these thresholds the following roles and responsibilities are strongly recommended:

- *Secondary Schools with 40% or more students who are chronically absent*
- *Elementary Schools with 17 % or more students who are chronically absent*

Examples include but not limited to the following:

- Attendance counselor, one full time employee per ~200 students
 - Example: A school with a 65% chronic absenteeism rate and 800 enrolled students would have **four** attendance counselors, when following this model
- Student intervention and data management responsibilities
 - Clerk, Admin. Assistant, or Business Manager
 - *Medium Attendance Needs* At least one per school dedicated to attendance, plus identified backup
- Social worker support, as needed
- Additional identified staff may be needed depending upon the needs of the school

If your school is within these thresholds the following roles and responsibilities are strongly recommended:

- *Secondary Schools between 10% and 40% of students who are chronically absent*

- *Elementary Schools between 5% and 17% of students who are chronically absent*

Examples include but not limited to the following:

- Attendance counselor, one full time employee (minimum one with dedicated support from identified attendance designees and social worker)
- Student intervention and data management responsibilities
 - Clerk, Admin. Assistant, or Business Manager (principal can assign tasks rather than have the role— but must ensure primary and backups are identified)
- Social worker support, as needed
- Additional identified staff may be needed depending upon the needs of the school

If your school is within these thresholds the following roles and responsibilities are strongly recommended:

Low Recommended:

- *Secondary Schools less than 10% of students who are chronically absent*
- *Elementary Schools less than 5% of students who are chronically absent*

Examples include but not limited to the following:

- Attendance counselor or designee
- Data management and student intervention responsibilities assigned to a staff member(s)
- Identified back-up POC (Point of Contact)
 - Identified and trained to support, as needed
- Social Worker support, as needed.

** Please note that schools with significant attendance concerns are strongly encouraged to adhere to these recommendations. In cases where a deviation from these recommendations is requested, a discussion with the Instructional Superintendent will be required.*

Central Office Supports

The Attendance Team is a part of the [Cluster Support Model](#) with a 2:1 ratio per cluster. The Attendance Specialists work with schools to identify growth areas to create plans for support, training, and coaching of attendance POC, staff, and administration. The Specialists participate in attendance meetings to support teams in identifying student-level and school-level barriers and developing solutions (ex. Agenda development, meeting trackers, in-depth data reviews to focus and monitor attendance teamwork). Additionally, the Specialists coach on strategies to improve Student Attendance Conferences (SAC) processes so schools are prepared to offer more robust support and interventions on strategies to build relationships with families by using [DDAC](#) (DCPS Data Analysis Center). Lastly, the team provides district-wide attendance letters, nudge communications, and robo-calls.

Point of Contact

Andrea E. Allen, Director, Attendance and Support Services, Office of Integrity
 - Andrea.Allen@k12.dc.gov

Additional Programming

Technology Purchasing

Purpose

To compete in a global workforce, students must be equipped with the skills to use technology effectively. Technology in schools must also support instructional goals and online assessments. In calendar year 2021, schools were asked to use their funding to replace all Windows 7 staff and student devices that are not eligible for upgrade to Windows 10. Schools must continue to prioritize the replacement of any critical Windows 7 devices as soon as possible as OCTO will no longer permit Windows 7 devices access to the network due to security risks. To ensure all DCPS students have equitable access to technology, DCPS Central Office will continue to provide primary student and teacher (WTU member) laptops centrally through the Empowered Learners initiative (ELi). However, schools will remain responsible for the replacement of out-of-lifecycle shared student devices (e.g., computer lab/library/media center devices, etc.) and any non-teacher/admin staff devices.

Budgeting Recommendations

Schools should budget for the replacement of the following technology:

- Critical Windows 7 devices used by staff, students (e.g., computer labs), and/or other essential purposes (e.g., auditorium A/V controls, libraries/media centers, security cameras computers, HVAC controllers, building automation devices, etc.)
- Non-teacher/admin staff devices not provided centrally
- Out-of-lifecycle shared or secondary student devices in computer labs, libraries, and media centers.
- Additional accessories and supplies such as PARCC assessment headsets, device charging adapters (chargers), laptop batteries, desktop printer ink/toner, etc.

Student computers

Technology Purchasing Guidance

A school's non-personnel funds and At-Risk Technology funds may be used to purchase the following:

In 2019, DCPS announced the Empowered Learners Initiative (ELi), a commitment to supply students with the appropriate technology in the classroom. In School Year 2020-2021 and beyond, DCPS has ensured a 1:1 ratio in grades 3-12 and 3:1 ratio in grades PK-2. Schools should consider requirements for any additional student device needs for shared spaces, such as in computer labs or library/media center

devices. Purchasing these devices is the school’s responsibility. To ensure effective security and compliance with standards, DCPS and the Office of the Chief Technology Officer (OCTO) will only support student devices purchased from approved devices in the Purchasing Guide for Computers found at <http://dcps.tech/purchasing/>.

As part of the district’s multi-year approach to refreshing classroom interactive boards in all schools, DCPS Central Office will continue the deployment of classroom interactive boards (SMART boards) in select schools in FY23. Schools will be prioritized based on the least number of functional boards. See list below for which schools will receive interactive boards for FY23 –24. The IT team has shared with the School Finance Team that these are the following schools for Phase III of smartboard deployment.

- For schools slated to be in Phase III: To learn more about the number of smartboards your school will receive, please contact katie.williams@k12.dc.gov.
- For schools not part of Phase III: To learn more about which phase your school was or is in, please contact Katie.Williams@k12.dc.gov.

SY23-24 Interactive Board Deployment Plan: Phase III		
Anacostia High School	LaSalle-Backus Education Campus	Roosevelt High School
Brent Elementary School	Ludlow-Taylor Elementary School	School Without Walls High School
Van Ness Elementary School	Malcolm X Elementary School @ Green	Shepherd Elementary School
Deal Middle School	Mann Elementary School	Stanton Elementary School
Duke Ellington School of the Arts	Marie Reed Elementary School	Takoma Education Campus
Dunbar High School	McKinley Technology High School	Thomas Elementary School
Hearst Elementary School	Miner Elementary School	Lafayette Elementary School
Hendley Elementary School	Moten Elementary School	Tubman Elementary School
J.O. Wilson Elementary School	Patterson Elementary School	Watkins Elementary School (Capitol Hill Cluster)
Janney Elementary School	Payne Elementary School	Randle Highlands Elementary School
Johnson Middle School	Plummer Elementary School	River Terrace Education Campus
Keenan Elementary School	Powell Elementary School	Ron Brown College Preparatory School
King Elementary School	Kramer Middle School	

For SY22-23, DCPS purchased and deployed teacher laptop devices centrally. This summer, we will purchase teacher laptops for SY2023-24 to replace out-of-lifecycle teacher devices and to ensure that all teachers have a functioning device to support teaching and learning. Schools will receive additional

devices based on the number of teaching staff after accounting for centrally purchased staff devices in the environment. As a result of this investment, schools are encouraged to prioritize technology funds for non-teacher technology needs. Schools should plan to purchase devices for administrative staff and non-WTU instructional staff as needed, using the [DCPS Technology Purchasing Guide](#) to select devices.

DCPS recommends replacement of each administrative and teacher computer every four years. Please note that Microsoft support and security updates for Windows 7 devices ended on January 15, 2020.

Schools must replace any Windows 7 devices that are not eligible for upgrade as soon as possible or they will be blocked from accessing the school network. Please [click here](#) to view the communication shared with schools in early 2020 regarding Windows 7 support. To ensure effective security and compliance with standards, DCPS and the Office of the Chief Technology Officer (OCTO) will only support staff devices purchased from approved devices in the Purchasing Guide for Computers found at <http://dcps.tech/purchasing/>. The guide includes instructions on how to purchase devices.

Supplies to support technology

At-risk funds can be used to purchase supplies to support technology. These items could include laptop power cords, laptop batteries, and bulbs for existing interactive boards. This funding **should not** be used to purchase batteries and small accessories that can be purchased with office supply funds.

Point of Contact

- DCPS Asset Administration team: AssetAdmin@k12.dc.gov

Frequently Asked Questions

- **Will DCPS central office continue to purchase student and teacher devices?** Yes, DCPS central office will invest in student and WTU staff technology in the upcoming budget cycle to ensure we maintain a 1:1 ratio in grades 3-12 and 3:1 in grades PK-2. Additionally, DCPS aims to replace approximately 1500 classroom interactive boards in calendar year 2023.
- **What student device will DCPS be purchasing?** In SY22-23, DCPS began deploying Lenovo 13W Yoga laptops for grades K-8 and Apple iPad for PK grades. Students who take part in the Career Technology Education program will be provided a high-powered Lenovo device to support their learning.
- **Will devices be LTE enabled?** In SY20-21, DCPS invested in LTE-enabled student devices and hotspots to support districtwide virtual learning due the COVID-19 pandemic. Given the return to an in-person learning posture, LTE connectivity on student devices is no longer provided as of the end of SY21-22. Devices will rely on an active Wi-Fi connection to access the internet, except for any students authorized to remain 100% virtual in SY22-23. This change was announced in the SY21-22 EOY Tech Guidance. Eligible families and households may visit the federal [Affordable Connectivity Program](#) website for more information on available discounts toward internet services at home.
- **Why is DCPS not purchasing 1:1 devices in all grade levels?** DCPS is building on the investment made during COVID-19 while also replacing devices that will be out of lifecycle in SY2023-24 to

ensure we meet our commitment for year 4 of the Empowered Learners Initiative (ELI). This plan includes a contingency reserve of devices and DCPS will have over 45,000 devices available and will be prepared for a pivot to virtual learning if needed. At the same time, we are making an additional investment to ensure that all teachers and WTU members have a functional device for teaching and learning.

- **What staff will receive this device?** DCPS will purchase devices centrally so that all WTU staff have a dedicated and in-lifecycle device. Schools will receive devices based on the number of WTU staff after accounting for devices provided centrally and through any recent school modernizations. Schools should plan to purchase devices for all other administrative staff and non-WTU instructional staff as needed using school budgets. Schools must plan to replace any Windows 7 devices for SY2021-22.
- **What device will DCPS purchase for teachers?** DCPS will continue to purchase the Dell 7320/7330 and 7420/7430 as our standard teacher device.
- **When will student and teacher devices arrive?** DCPS is leveraging funds available in FY23 to procure devices. We aim to have devices arrive in schools before school year 23-24 starts but this will depend on completion of the procurement process and availability of device inventory from suppliers. We will share more specific timeline once the procurement process is complete.

ANET

ANet Interim Assessments and Professional Development

Purpose

In SY23-24, all schools are provided with ANet interim assessments in ELA for students in Grades 3-10 and Math for Grades 3-8, Algebra I, Geometry, and Algebra II. Any school wishing to purchase ANet coaching, including current partnership schools, can contact the Director of Academic Acceleration, Lola Odukoya (Lola.Odukoya@k12.dc.gov), to discuss.

Assessment and Implementation Provided to Schools	Cost
<p>English Language Arts Interim Assessments with implementation support</p> <ul style="list-style-type: none"> · Online literacy interim assessments and data reporting (with logistics support) for Grades 3-10 · MyAnet instructional planning tools (e.g. schedule of assessed standards, resource hub, item analysis guides, ANet Quiz Tool, etc.) 	<p>No cost to schools</p>

<p>Math Interim Assessments with implementation support</p> <ul style="list-style-type: none"> · Online math interim assessments and data reporting (with logistics support) for Grades 3-8, Algebra I, Geometry, and Algebra II · MyANet instructional planning tools (e.g. schedule of assessed standards, resource hub, item analysis guides, ANet Quiz Tool, etc.) 	<p>No cost to schools</p>
<p>Professional Development Support for Schools</p> <ul style="list-style-type: none"> · ANet Instructional Leadership Coaching for School Leadership Teams · Highly tailored and customized to school priorities, needs, and context · Bi-weekly, school-based leadership coaching for school leadership teams based on instructional priorities and development needs · On-site (when possible) training and support for Academic Leadership Teams and teachers · Access to 2nd grade interim assessments (ELA and Math, not aligned to DCPS curriculum) 	<p>Returning and New School Partners: \$31,000</p>
<p>2nd Grade Interim Assessments & Planning Tools</p> <ul style="list-style-type: none"> · Access to 2nd grade online interims for both ELA and Math (These assessments are not aligned to the DCPS curriculum) (Assessments and tools are included for schools that opt into ANet Instructional Leadership Coaching) 	<p>\$2,500 for schools without ANet’s Instructional Leadership Coaching</p>

Budgeting Guidance

Schools can budget for additional ANet support using their contract dollars.

Point of Contact

Lola Odukoya, Director of Academic Acceleration - lola.odukoya@k12.dc.gov

Blended Learning

Curriculum For Content Areas (Electronic Learning)

The Office of Teaching and Learning, in collaboration with the Acceleration division, plans to purchase and provide schools with resources to support instruction in various content areas. OTL will be providing principals a **SY23-24 (FY24) [OTL-Provided Resources](#)** document which outlines materials that were thoroughly reviewed and selected based on school implementation needs, quality, and alignment to the

standards. Schools should budget for any other digital curriculum using their flexible dollars budget in collaboration with their content cluster instructional teams.

Budgeting & Procurement Guidance

Follow these guidelines to budget for Blended Learning Curriculum by budgeting funds into “Electronic Learning.”

- Schools determine which programs they want to use based on recommendations from the specific content teams and with Instructional Superintendents. If schools do not budget and procure the program(s) on time, the program will be turned off for that school.
- Advance Funds: If the program start date is BEFORE 10/1/2023, use FY24 Advance Funds or current FY23 funds. We recommend using advance funds or current fiscal year funds whenever possible to ensure students can begin day one.
- Electronic Learning is a subscription and may cross fiscal years
 - Programs with new contract start date of 10/1/2023 or later CANNOT use advance funds.

Points of Contact

- Gabriel Cartagena, Director, Secondary Math - gabriel.cartagena@k12.dc.gov
- Mawuena De-Souza, Manager, Secondary Interventions - mawuena.de-Souza@k12.dc.gov
- Emily Hammett, Director, Elementary ELA and Social Studies - emily.hammett@k12.dc.gov
- Jason Moore, Manager, Elementary Assessments & Interventions - jason.moore3@k12.dc.gov
- James Rountree, Director, Secondary Science - james.rountree@k12.dc.gov
- Kate Burkett, Director, Language Learning - kate.burkett@k12.dc.gov
- Abby Welsheimer, Director, Secondary ELA - abby.welsheimer@k12.dc.gov

School Partnerships

Purpose

DCPS defines a **partner** as an organization or group that is committed to work with DCPS to make sustainable impact on a shared goal around student success. Partners may include community organizations, afterschool providers, corporations, donors, and/or vendors that collaborate with schools throughout the year (e.g., curriculum or professional development partners).

While many partner organizations are free to schools, they may still incur additional costs like security or custodial fees. There are also several partner organizations that do charge a fee. As such, schools should consider all potential budget implications related to working with external partners as schools develop their budget.

Restrictions

- All partners** must register with the DCPS Partnerships Database. For information on how to do that as well as the other necessary steps partners must take (including the clearance process and executing an MOA), click [here](#).
- Only the Chancellor or his designated deputy has the authority to sign a legal Memorandum of Agreement (MOA) with partner organizations. If a partner approaches a school asking to sign a legal document that engages the school in promises and programmatic responsibilities, please refer the organization to the DCPS Office of the General Counsel.
- For partners that charge a fee, the procurement process must be completed before programming can begin. Partners cannot be paid for services rendered before the PO is in place.

**Mental health providers should register [here](#) instead of using the link above.

Specific Partnership Reminders

Below is a reminder on how schools should budget for the following partnerships:

[City Year](#) implements a Whole School Whole Child model through a group of carefully selected, highly trained AmeriCorps members who provide individualized support to at-risk students, while establishing an overall positive learning environment throughout the schools they service. All participating schools are **required** to allocate \$40,000 – \$130,000 for City Year in contractual services from their school budget. The amount allocated is associated with the number of corps members agreed upon with City Year. Due to the current contract with City Year, which is negotiated by the Contracts & Acquisitions Division, schools should not advance any funds for services in August and September 2023 nor should the Principal or any school staff members sign a partnership agreement.

[Communities in Schools](#) (CIS) is a nonprofit organization that supports schools by implementing the model of Integrated Student Supports (ISS), a data-driven, evidence-based solution to remove barriers to student success. ISS improves the delivery of services by enabling students to be linked to a broad set of community resources that address numerous needs in a coordinated way. CIS places a full-time site coordinator in each school to assess the needs at the school and develop an annual school support plan that outlines three tiers of supports. All participating schools should allocate the cost-share for CIS in professional services from their school budget (price should be negotiated with the partner).

[Literacy Lab](#) provides effective targeted reading intervention for students, helps students develop relationships with caring and literacy-trained adults and are less expensive than many alternatives. For these reasons, Literacy Lab are a recommended component of our reading acceleration strategy at DCPS. There is a strong correlation between students enrolled in Literacy Lab and accelerated growth towards proficiency on objective measurements (such as DIBELS). All participating schools are required to allocate funds for Literacy Lab in contractual services from their school budgets. Returning school partners typically budget \$10,000 towards their services but the specific price of the partnership is negotiated with the partner based on the number of tutors provided. New partnerships should plan to spend \$15,000 but the specific cost of the partnership is negotiated with the partner based on the number of tutors provided. Some schools may need to advance a portion of their funding for services in August and September 2023. Please reach out to Jason Moore (jason.moore3@k12.dc.gov) to determine if this applies to your school.

[Reading Partners](#) provides effective targeted reading intervention for students, helps students develop relationships with caring and literacy-trained adults and are less expensive than many alternatives. For these reasons, Reading Partners are a recommended component of our reading acceleration strategy at DCPS. There is a strong correlation between students enrolled in Reading Partners and accelerated growth towards proficiency on objective measurements (such as DIBELS). All participating schools are required to allocate funds for Reading Partners in contractual services from their school budgets. School partners typically allocate \$15,000 towards their services but the specific price of the partnership is negotiated with the partner based on the number of tutors provided. Schools should not advance a portion of their funding for services in August and September 2023.

[SAGA Education](#) provides high impact math tutoring to 9th and 10th grade students enrolled in Algebra 1 and Geometry through a combination of small group individualized instruction and an adaptive learning platform. SAGA partners with school administration and teachers to provide math support to students during the school day as an independent class that is aligned to the standards and objectives being covered in their math class. All participating schools should allocate \$20,000 in contractual services from their school budget. Schools should not advance funds for August or September 2022. Price may be subject to change. If you are interested in forming a new partnership with SAGA please reach out to Gabriel Cartagena (gabriel.cartagena@k12.dc.gov) to confirm capacity.

Budgeting Guidance

The following is a list of the most common costs associated with partner organizations. This is not an exhaustive list and we strongly encourage all schools to work directly with partners to identify all costs. To budget for partnerships, use contractual services funds.

- **Service Fees:** Partners may require payment for services directly from the school and/or Central Office team supporting the work. If the school and/or Central Office team intends to pay the partner, they must budget funds in contractual services and complete the procurement process before services begin.
- **Custodial Fees:** It is likely either the school or the partner will need to budget for custodial overtime if the partner requires building access after-hours or on weekends.
- **Security Fees:** It is likely either the school or the partner will need to request security overtime if the partner requires building access after-hours or on weekends. School Program Providers that offer programs free of charge to DCPS students and families between dismissal and 6:30pm on school days should not be charged security fees if other DCPS-operated programming is happening at the same time.
- **Supplies:** While partners typically cover these costs, it is important to discuss who will fund supplies. This may range from office supplies (student journals, pencils etc.), to student athletic gear/uniforms.
- **Fees for Families/Students:** Some partners, especially after school programs, require enrollment fees for individual families. While this does not impact school budgets, it is important to know the implications for the school community.
- **Funding Reliability:** Many partners are funded by grants or other funding sources that are not consistently available or are not confirmed until after the school year has begun. On occasion, partners commit to serve a school but unexpectedly lose funding and must stop services mid-

school year, which can be a challenge for the school community. To ensure continuity of the partnership throughout the school year, schools must have direct conversations with key partners to clearly identify funding reliability for the full breadth of services provided. Central Office is not able to fill funding gaps to ensure continued services.

- Ask the partner to confirm that all necessary funding is secured to cover the full scope of partnership for the upcoming year.
- If the partner is waiting on future grant awards or other allocations, gain clarity from your partner on what will happen if those funds are not secured and identify by what date the partner will know if they are awarded funds.
- If the school decides to proceed with the partner, even if funding is not fully confirmed, the school and partner should develop an alternative plan if funding does not come through.
- If this situation arises with a partner, schools are encouraged to contact the DCPS Partnerships Team for guidance at DCPS.partnerships@k12.dc.gov.

Note on DCPS Operated Afterschool Programs: Title I elementary schools and education campuses that are part of the 21st Century Community Learning Centers Out-of-School Time Grant receive an afterschool programs allocation from the Out of School Time Programs division in the Office of Teaching and Learning. This personnel allocation cannot be reprogrammed to contractual services for an afterschool provider. These schools may budget for additional afterschool programming with partners using flexible funding.

Additionally, if a school is considering engaging with a partner to provide “fulltime” afterschool programming (Mon-Fri, 3:30-6:00pm) as a supplement to the OSTP 21stCCLC afterschool program, please reach out to the manager of OSTP afterschool programs, Daisy Hicks, daisy.hicks@k12.dc.gov to discuss it before establishing any agreement. The added partnership may have an impact on DCPS’s ability to meet the obligations of our 21stCCLC grant.

Points of Contact by Program

- For general, afterschool, and summer partnerships: Abby Cohen, Manager, Partner Engagement - abigail.cohen@k12.dc.gov
- For City Year: Michael Lamb, Deputy Chief, Learning and Development Sciences - michael.lamb@k12.dc.gov
- For Communities in Schools: Carla Mike, Manager, Connected Schools - carla.mike@k12.dc.gov
- For Literacy Lab and Reading Partners: Jason Moore, Manager, Elementary Assessments & Interventions - jason.moore3@k12.dc.gov
- For SAGA Education: Gabriel Cartagena, Director, Secondary Math - gabriel.cartagena@k12.dc.gov

Helpful Resources

[DCPS Partnerships Database \(Search 400+ registered DCPS partners\)](#)

[DCPS School Partnership Toolkit](#)

[School Program Provider Policies and Procedures](#)

Social Emotional Learning (SEL) Positions

Purpose

The Science of Learning and Development tells us the context in schools, meaning the learning context (environment, relationships, experiences.), drives development in positive and negative ways. School Culture and Climate Team supports all DCPS schools in working to apply the whole child lens student behavior and discipline aligned to Chapter 25 of the DCMR and the DCPS Student Behavior Tracker, Bullying Prevention, Restorative Practices, and proactive approaches to establishing and building a safe and positive school environment. This team supports schools in determining behavior support and responses to behavior. Along with student support staffing models to best meet the needs of the school's student population.

Program Guidance

Schools are not allocated Deans, Restorative Justice Coordinators, or Behavior Techs, or; however, Principals have been provided the flexibility to hire a dedicated staff member for these positions or assign the duties to other staff in the building.

The behavior staff within a school will report to the Principal who will determine the staffing plan to include protected time for the work listed below. Typically, this team is made up of Deans, Behavior Techs, Restorative Justice Coordinators. These positions focus on creating and maintaining a safe and positive learning environment and student behavior, with the shared common goals of:

- Creating and maintaining an intentional Safe and Positive School Culture/Climate,
- Working with all school resources to provide comprehensive student supports,
- Having an instructional approach to behavior and discipline which focuses on positive skill development, and
- Ensuring the consistent implementation of discipline responses that minimize disruption to Instructional time.

In compliance with the Student Fair Access to Schools Act and DCPS' behavior/discipline philosophy, schools should structure their staffing with the goal of working to keep students in the building and using exclusionary disciplinary practices for only severe issues.

Budgeting Recommendations

The School Culture Team provides staffing recommendations for schools based on overall enrollment, special education programming, behavior and suspension data, in-school suspension programs, and other relevant factors. Schools should intentionally fill these roles with staff members who can build positive relationships and support students' academic success while working to develop positive Social and Emotional Learning skills to help minimize the occurrence of negative behaviors moving forward.

- Dean: Schools are recommended to have 1.0 dean of students for populations of 200 students.

- Supporting Dean/Behavior Techs: Schools are recommended to have supporting deans and/or behavior techs for each additional 200 students
 - Note that Restorative Justice Coordinators and Behavior Techs may assist the Dean, but cannot complete duties assigned to a Dean alone, as outlined in the Dean position description.
 - Schools should regularly monitor their student behavior data to see if additional support is needed.

Restorative Justice Coordinator: All middle and high schools are recommended to have at least one Restorative Justice Coordinator. Effective RP programs can help students experiencing challenges develop positive affiliations with schools and a sense of belonging, while not falling behind on their academic work. A full-time RP Coordinator is strongly recommended for schools who have the following suspension days per 100 students:

- 20 for middle and high schools
- 5 for elementary schools

Personnel Staffing Recommendations

Position	Staffing Recommendation / Metric	Primary Role	Can Support With
Dean	1 per 200 students	<p>Establish and facilitate school norms and policies focused on creating a safe and positive climate and culture</p> <p>Are knowledgeable and well versed in chapter 25 and Student Fair Access to School Act of 2018</p>	<p>Direct work with students</p> <p>Collaborate with school-based teams to support classroom teachers, parents and students understand the discipline code and its outcomes</p>
Behavior Tech	1 per 200 students	Member of Restorative Practices team and direct support and intervention with students	Implement restorative alternatives to actual suspension and expulsion cases once

			adequately prepared
Restorative Justice Coordinator	1 per 200 students	Responsible for creating and implementing sustainable Restorative Practices Program as well as facilitating RP to improve outcomes for youth, staff, and families	Implementing Restorative Practices and direct support of students and staff

Based on the table of descriptions above, schools should use the following data to drive their school staffing:

- Panorama Data (LCPI)
- Multi-Tiered Systems of Support (MTSS)
- Student Behavior Tracker (Student Discipline Data)
- Trauma Responsive Schools Model Action Plan Survey

If unable to staff one of the positions above, please reach out to the Learning and Development of Science (LeaDS) team via email LDS@k12.dc.gov to advise on how to best staff schools.

Menus of Options

In addition to the below specifics, Deans, Behavior Techs, and Restorative Justice Coordinators must be:

- Knowledgeable on Student Fair Access to School Act and Chapter 25
- Trained in Student Behavior Tracker
- Able to implement and incorporate Restorative Justice measures in their work

School Culture Staff Responsibilities

School Responsibility	Primary	Support Staff
Collaborate with school leaders, teachers, parents, students, community partners	Dean	Behavior Tech/ISS Coordinator

Establish and facilitate school norms, positive school culture	Dean	Behavior Tech/ISS Coordinator
Implement Restorative Practices	Restorative Justice Coordinator	Dean/Behavior Tech during in SEL Support Room
De-escalate a student in crisis	Dean	Behavior Tech
Participate in trainings for best practice interventions on behavioral engagement in learning and coordinate professional development opportunities for the school-based RJ Team	Dean	Behavior Tech and Restorative Justice Coordinators as members of School Culture team
Enter and monitor data to become familiar with students who need additional SEL support	Dean	Behavior Tech
Work with students in SEL Supports Room to develop SEL skills and monitor work	Restorative Justice Coordinator	

Central Support

The School Culture Team will build school level capacity by providing ongoing professional development in the following areas:

- Crisis Prevention Intervention (CPI)
- Restorative Practices
- Student Behavior Tracker (SBT)
- Bullying Prevention

Points of Contact

Justin McClain, Manager, School Culture - justin.mcclain@k12.dc.gov

Helpful Resources

- [Bullying Prevention](#)
- [Student Fair Access to Schools Act](#)
- [Turnaround for Children Toolkit Summary](#)

Pathways Programming

Purpose

DCPS continues to prioritize supporting over-aged and under-credited students towards earning a high school diploma and achieving postsecondary success through Pathways programming at high schools.

Pathways Coordinators work directly with over-aged and/or under-credited students, often with a specific caseload of students, to ensure they understand what they need to graduate and are receiving the right supports and services. They also work across departments within the schools to streamline efforts and lead programming to help all students get and stay on-track towards graduation.

How Funds Are Allocated

High Schools and Opportunity Academies no longer receive a direct allocation for a Pathways Coordinator. Principals may use discretionary funding to budget for this coordinator or other staff member to maintain duties of Pathways Programming.

Budgeting Recommendations/Menus of Options

Pathways Coordinator positions are full time roles that should not be combined with other positions at the school. The Pathways Coordinator is a dedicated staff member charged with ensuring all students who are off-track to graduation complete individualized learning plans, are scheduled properly, and have the supports they need to be successful. The Pathways Coordinator collaborates with school staff (e.g., school counselors, social workers, College and Career Coordinators, etc.) to monitor the adjusted cohort graduation rate report and individual progress towards graduation to help the school leadership develop strategies to support all students who are off-track. They are also tasked with creating, leading, and monitoring school-level initiative and programming that support off-track or at-risk students.

Principals can tailor the position to their school needs; an example of core roles and responsibilities is below.

Pathways Supports and Responsibilities
Manage caseload of off-track or at-risk students to monitor and improve outcomes
Create strengths-based intervention plans for students on caseload
Serve as Twilight Coordinator and/or Credit Recovery coordinator or otherwise oversee recovery programming
Work with student support team(s) at school to support intervention efforts around attendance, behavior, and academics
Monitor disengaged student list and lead efforts to locate and reengage students
Facilitates afterschool events, special events, field trips, and incentives to help students work towards their goals

Monitor adjusted cohort graduation rate report
Develop school-wide strategies to support all students who are off track
Meet with students individually and in small groups to support goals
Connect students with resources

Central Support

Financial

Pathways Coordinators are provided a request form and may request funding from the central office POC up to \$1,500 per year to support approved programmatic activities at their school.

Non-Financial

Central Office provides:

- Monthly professional development meetings for Pathways Coordinators along with professional development opportunities created by other Central Office teams— e.g., Counseling, College and Career Prep.
- Data and guidance to help Pathways Coordinators identify and monitor their student caseload and overall school performance on key metrics.

Points of Contact

- Liz Wiemers Smith, Director, Student Engagement, Graduation Excellence, Office of Secondary Schools - elizabeth.wiemers@k12.dc.gov.

Schoolwide Enrichment Model (SEM)

Purpose

The Schoolwide Enrichment Model (SEM) is a pedagogical framework used to develop the full potential of the student through an inquiry-based, student-choice driven approach that leads to creative-productive giftedness, increased enjoyment, and student satisfaction with the learning experience. Based on the belief that all students have gifts and talents, Enrichment Resource Teachers operationalize the SEM at schools.

How Funds Are Allocated

In FY24, funds for a SEM Enrichment Resource Teacher are not specifically allocated to schools. K-12 Schools who wish to participate in the SEM will budget for the program using their discretionary funding including student-based budgeting (SBB-local) funds. To fully implement the SEM, we recommend hiring

1 (one) ET-15 FTE SEM Enrichment Resource Teacher who should have at least 80% of their focus be on implementation of the SEM.

How the Program is Implemented

Enrichment Resource Teachers serve as enrichment specialists operating within the pedagogical framework known as the SEM. Enrichment Resource Teachers primarily provide inquiry-based facilitation as well as some direct instruction for individual students or small groups of students. This instruction can occur in a pullout or scheduled-class format.

SEM teachers also plan enrichment opportunities such as field trips or recruiting speakers for the whole school. The Enrichment Resource Teacher serves as a liaison to families, to the community, and they serve as an integral part of a school's Response to Intervention (RTI) efforts.

Menus of Options

If a school would like to implement aspects of the SEM in their school but does not have the ability to staff an Enrichment Resource Teacher position, they may create a SEM committee to organize school-wide aspects of the SEM.

- A SEM committee may organize and manage school-wide enrichment activities, clusters as well as student showcases. A SEM committee typically consists of a combination of administrators, instructional leaders, and/or teachers from various content areas and grade levels who are enthusiastic about SEM to coordinate enrichment opportunities for all students in the school.
- These opportunities could be for small or large groups of students in the form of one-time activities or weekly school-wide enrichment clusters. The point of contact for the SEM committee will communicate and collaborate with Central Services staff for training and resources.

Central Support

Financial

Contingent on available funding, the Office of Teaching and Learning supports teacher and administrator attendance at the Schoolwide Enrichment Model training at the University of Connecticut, held each summer. Each spring, an interest survey is sent to SEM administrators and contacts to gauge interest in attending this training. Once the registration and other costs have been confirmed, interested staff are notified if funds are available. Priority is given to participants and/or schools who have not attended in the past. Teacher and administrator SEM Resource books are provided to support implementation of the SEM.

Non-Financial

The Office of Teaching and Learning provides additional support for year-round professional development and coaching as well as providing any available curricular and instructional resources. In order to receive these resources, please contact the Central Services POC below to be added to the SEM cohort.

Points of Contact

Felicia Messina-D'Haiti, Manager, Academic Enrichment Programs, Felicia.Messina-Dhaiti@k12.dc.gov

Helpful Resources

- [DCPS SEM Handbook](#)
- Schoolwide Enrichment Model

Flamboyant

Purpose

Supported in part by Flamboyant Foundation, the Family Engagement Partnership (FEP) helps school leaders and staff engage families in ways that benefit student success. Participating schools receive coaching, training, and ongoing support in the following areas:

- **Relationship-Building:** Teachers and families form trusting relationships through home/community visits or welcome phone calls. Welcome phone calls or “virtual visits” are not compensated. In order to be compensated for in-person home/community visits, teachers must enter home visit information into Flamboyant’s online database and school-based timekeepers will be responsible for using this information in order to enter home visit hours in PeopleSoft.
- **Academic Partnering:** Flamboyant Foundation provides training for three different types of academic partnering to enable families to support academics at home: 1) Academic Parent Teacher Teams (APTT); 2) Parent Teacher Conferences (PTC); and 3) Student Led Conferences (SLC).
- **Ongoing Communication:** Teachers receive training and support to help them establish regular and ongoing communication with students’ families.

The FEP is designed so that schools’ autonomy increases over time while Flamboyant’s coaching, direct professional development, and technical assistance reduces over time.

Program Guidance

NEW: Both returning and new schools will be asked to complete an application if they wish to participate in FY24. The Family Engagement Division will be in touch with more details and instructions on how to apply in Spring 2024.

To ensure that DCPS has a sustainable approach for effectively embedding family engagement practices in school communities, and to enable Flamboyant to fund effective family engagement across more schools, Flamboyant asks partner schools to contribute a small amount to help with the overall costs of the partnership program.

How to budget for this partnership:

Schools (returning or new) who have applied and been selected to participate in FY24 will receive a quote for their minimum possible contribution in early February. The contribution guidance below applies for elementary and secondary partnership schools. The funding for Flamboyant must be budgeted in Contractual Services.

School Level	Estimated Contribution
Elementary and Education Campus	\$3,000 in –contractual services
Secondary	\$5,000 in –contractual services

NOTE: If schools have limited Contract funds in their local budget, it is allowable to use Title I Parental Involvement funds or ESSER instead of local dollars. However, federal and local dollars cannot be combined to reach the total school-level contribution.

Central Office Supports

Financial

The Family Engagement Division compensates teacher leads on the Family Engagement Leadership Team (FELT) who take on additional responsibility to support staff and ensure the quality of family engagement at their schools. Teacher Leads receive a stipend paid out bi-annually. The Family Engagement Division compensates 2 teacher leads for Elementary Schools, and 3 teacher leads for Secondary schools.

The Family Engagement Division also provides staff compensation for home visits from central budget.

Non-Financial

After budgets are finalized, the Family Engagement Division works with the Office of the Chief Financial Officer to encumber, or freeze, the minimum contribution from each school’s budget to facilitate procurement and payment to Flamboyant.

Flexibilities and Restrictions

- Participation in this partnership is entirely voluntary. Both returning and new schools will be asked to complete an application if they wish to participate in FY24. The Family Engagement Division will be in touch with more details and instructions on how to apply in Spring 2024.
- Once partnership with Flamboyant is committed to and budgeted for, funds are swept from school budgets and cannot be reprogrammed or repurposed.

Point of Contact

School Strategy & Logistics

Purpose

The School Strategy & Logistics (SSL) program was designed as an option for instructional gains and operational efficiency across DCPS through school-based operational leadership. Eligible schools will receive communication from Dedra Adams-Johnson about adding their school to the program.

Budgeting Recommendations

Continuing Schools For schools that are already part of the SSL program, Principals can budget for positions using discretionary dollars. As Principal, if you decide to make changes to the position, please contact Dedra Adams-Johnson as soon as possible.

New Schools

Principals will have the Director of Strategy & Logistics (DSL) and Manager of Strategy & Logistics (MSL) positions as options in their budgets. Operations work must be led by a DSL or MSL based on student enrollment and other factors. If a school has budgeted for an MSL or DSL, they are also eligible to add the Coordinator of Strategy & Logistics (CSL), and Assistant of Strategy & Logistics (ASL) positions. The Central Office SSL team will advise each Principal on which is appropriate based on the table below.

The SSL staffing allocations outlined below are based on student enrollment, school type and the size of the building.

Position Determination Based on School Size		
<i>Please note:</i>		
<input type="checkbox"/> All schools can have an MSL or DSL. There isn't a minimum enrollment requirement to add an MSL/DSL position to your school.		
<input type="checkbox"/> You can select either position for your school based on individual needs.		
<input type="checkbox"/> You can only have a CSL/ASL if you have an MSL/DSL.		
School Level	Enrollment	Position
Elementary Schools	450 or less	MSL or DSL
	450 or more	DSL
Middle Schools	450 or less	MSL or DSL
	450-600	DSL & ASL
	600 or more	DSL & CSL
High Schools	450 or less	MSL
	450-600	DSL & CSL

	600-900	DSL, CSL & ASL
	900 or more	DSL, MSL, CSL & ASL
Education Campuses	450 or less	MSL or DSL
	450-600	DSL & ASL

Candidates for the DSL/MSL roles are accepted through a centralized selection process managed by the SSL Team. Principals will then make final decisions about which candidates to hire from a recommended applicant pool. To petition for this position, Principals should meet with their Instructional Superintendent and the SSL Manager.

Menu of Options

Participating schools may only add Coordinators (CSL) and/or Assistants (ASL) of Strategy & Logistics if there is an MSL or DSL. These two positions will hold a broader and more flexible range of responsibilities than the previous, more narrowly defined traditional operations roles (i.e., Registrar, Administrative Aide, Attendance Counselor, and Data Clerk). These roles will address current challenges in the following ways:

- More flexible position descriptions will allow Principals to design front office and other operations roles that best meet the needs of their schools; and
- Operations staff will be trained in all office duties to ensure appropriate capacity during the natural ebbs and flows of different seasons.

Since the DSL and MSL positions are made to hold a broader and more flexible range of responsibilities, Principals are encouraged to design the roles to fit their schools' unique needs. They may take on logistical roles that are traditionally associated with other operations positions (such as managing enrollment or attendance), and/or they may take on additional responsibilities (such as emergency response and reporting). See below for examples of responsibilities that are commonly assigned to SSL program staff.

Job Title	Commonly Assigned Roles	Compare With
DSL	Finance and purchasing, custodial management, operations staff management, facility management, emergency response, enrollment, attendance, technology, human resources, health and safety, community liaison, IMPACT	N/A *The DSL position is considered a school administrator and completes the IMPACT evaluation for operations staff.

MSL	Finance and purchasing, custodial management, operations staff management, facility management, emergency response, enrollment, attendance, technology, human resources, health and safety, community liaison, IMPACT	N/A *The MSL position is considered a school administrator and completes the IMPACT evaluation for operations staff.
CSL	Enrollment, attendance, technology, finance support, supporting the DSL/MSL with operational tasks.	Business manager, Registrar, Attendance Counselor, Administrative Aide, Data Clerk
ASL	Enrollment, attendance, technology, and supporting the DSL/MSL with operational tasks.	Registrar, Attendance Counselor, Administrative Aide, Data Clerk

Central Support

Schools that participate in the SSL program will continue to receive support and guidance from Central Office’s Operations Specialists, including streamlined communication, resources, and emergency support through their SSL staff. As part of the SSL program, DSLs and MSLs will also have regular opportunities for professional development on pertinent topics throughout the school year.

Point of Contact

Dedra Adams-Johnson, Director, Strategic School Operations - dedra.adams-johnson@k12.dc.gov

Resident Teachers

Purpose

In collaboration with the DCPS Office of Leadership Development, two residency partners, Urban Teachers and Relay GSE, will train residents in DCPS classrooms alongside high-performing mentor teachers for an entire academic year to prepare residents to assume a lead teaching role in the second year of the programs. DCPS' teacher residency partnership programs prepare recent college graduates, career changers, and outstanding paraprofessionals to be highly effective teachers in DCPS schools.

These programs are also an effective way to develop instructional aides and paraprofessionals already employed with DCPS into highly effective teachers within our district. Over the last 3 years, at least 75% of teachers completing one of these residency programs have earned either effective or highly effective on IMPACT, raising student achievement outcomes, and positively impacting our schools.

Mentor Teacher Eligibility

Interested schools must have a sufficient number of exceptional teachers willing to serve as mentor teachers to co-plan, co-teach, and advise resident teachers in order to help them develop into strong lead teachers. Mentor teachers must have at least three years of teaching experience and be at least at the Established Teacher stage of LIFT (Leadership Initiative for Teachers), but preferably at the Advanced Teacher stage or above. Urban teachers strongly prefer schools host at least two residents. Urban teachers also prefer that residents change mentor teachers in the spring to broaden their experience.

Note: Urban Teachers strongly prefers that schools host at least two residents in the same year. They also prefer that residents change mentor teachers in the spring to broaden the resident experience.

Budgeting Recommendations

Schools are required to budget Urban Teachers or Relay GSE resident positions as a net-neutral replacement for an educational aide position. When budgeting for the position, we recommend that principals budget for the number of residents they want to have in the building. Whether these residents are current aides applying for acceptance into one of these two programs or new residents that the school will select externally, we recommend budgeting for those positions during budget development. In the case that no residents are ultimately hired, principals will work with the School Finance Team to reprogram the position.

The Office of Leadership Development cautions against having too many residents in one school at a time. Since the goal of these residency programs is for residents to become full-time teachers at their original placement schools we urge principals to forecast if they will have enough teaching position vacancies to hire the residents as lead teachers the following year.

Central

Steps for Approval to add to your budget (new for this year)

Support

Because our residency partners have a limited number of residents to offer each year, principals will need to get approval from Central Office before requesting and budgeting for resident teachers.

If interested in hosting resident teacher(s) at your school, email Jason Brown at jason.brown7@k12.dc.gov. He will confirm with our residency partners that there are available

residents for your school before you submit your school budget in March. Please wait to hear confirmation from Jason before formally submitting any budgets that contain resident teachers.

Point of Contact

Jason Brown, Specialist, Teacher Pipelines – jason.brown7@k12.dc.gov

Budgeting NPS – Historical Spending & Reprogramming

Budgeting Recommendations Using Historical Spending Data

Principals and finance professionals should look through their historical spending data and identify the appropriate amount of non-personnel funding they need to budget in different spending categories. Historical data can reveal insightful trends to support spend planning and successful budget execution. Typically, non-personnel funding is the last to be budgeted and often what is sacrificed. While certain Central Services teams can be helpful when they face challenges, Central Services does not have the ability to supplement school budgets during the year if they do not have sufficient non-personnel funding. Schools should ensure an adequate NPS budget for their needs throughout the year by creating an informed and data-driven spending plan. Additionally, planning with historical data can reduce the need for reprogramming during the summer or throughout the school year.

Reprogramming

Schools can reprogram non-personnel dollars throughout the year, but please take the time now to budget funds in the right place as reprogramming can take time. When building the NPS budget for the upcoming year, Principals should not just budget the same amount as the prior year. To minimize the need for reprogramming, the Finance team recommends that Principals consult their finance professionals and look at historical NPS spending along with projected end of year spending.

Commonly Re-Programmed Goods and Services

The table below displays examples of goods and services commonly requiring reprogramming and the **correct** line to budget them in. The table below outlines a few examples of goods/services that are typically entered in the incorrect budget line. The column on the left shows examples of purchases a school may want to make, while the column on the right shows the correct budget line item schools need to have funds in to buy it. Often times, these are the budget lines that do not have enough money initially budgeted in, requiring Principals to reprogram money from other funding lines into the depleted one.

Commonly Misloaded Good/Service	Correct Object Description
IT accessories (i.e. cables, mice, headphones)	IT Supplies
Repair of Equipment (custodial, technology)	Professional Services
Website hosting Services	Professional Services
Professional Development (staff only)	Professional Development
Building artwork such as murals	Professional Services

Customized clothing with insignias (SWAG)	Professional Services
Electronic Learning (Blended Learning & Digital Curriculum such as iReady)	Electronic Learning
Custodial Machinery and Equipment (burnishers, vacuum cleaners, floor strippers, snowplow, leaf blower etc.)	Custodial Equipment
Computers, Devices, Interactive boards	IT Equipment/Hardware
Live it, Learn it (field trip/experiential learning)	Contractual Services

What is the difference between professional services and contracts?

Typically, professional services are one- or two-time occurrences whereas contracts are multiple occurrences over the year whether PD, a student services, or consultant. Often times if a school has contract funds but no professional service funds, you can use contracts for a one time PD. Similarly, a school could use PD funds for a multiple occurring PD rather than contracts.

Points of Contact

School Finance Team, dcps.schoolfunding@k12.dc.gov

Additional Information

Flexibility Chart

Level 1 Allocations

Level 1 = Required – Locked – These allocations are unable to be changed. This means that even a within program, change cannot occur. This may be determined by fund source requirements and allowability, such as grants and MOUs, legal requirements, and other core operational considerations.
<u>Below items allocated in as a staffing formula</u>
Principal (PK-12)
Self-Contained Special Education Classroom Teachers (PK-12)
Librarian (PK-12)
Teacher - English Learner Itinerant
Behavior Technician (Self-Contained) (PK-12)
Coordinator - Board Certified Behavior Analyst (PK-12)
<u>Below Items allocated as program grants to schools</u>
Credit Recovery non-Opportunity Academy schools (9-12)
Twilight Program Admin Premium - Grant (9-12)
Assistant Principal - Ninth Grade Academy - Grant (9-12)

Ninth Grade Academy Admin Premium - Grant (9-12)
Specialist, Reading - Grant (K-5)
NAF Academy Coordinator, Manager (9-12)
Director - Early College (9-12)
Teacher, JROTC - Grant - (9-12)
Pool MOU Funding & Instructors, and Elementary Pool Programming (PK-12)
Title II Professional Development - Grant (PK-12)
Title I Parental Involvement - Grant (PK-12)
Intl Baccalaureate Coordinator and NPS (PK-12)
<i>Below funding is allocated as Student Based Budgeting (SBB)</i>
ELL Weight (K-12) - Schools receiving Itinerant Services
<i>Below items are pre-budgeted and locked from a Level 3 allocation</i>
Library Programming Literacy Material Funds (K-12) pre-budgeted from Total NPS Allocation

Level 2 Allocations

Level 2 = Required – Rarely flexible – Any shift in the allocation must maintain the intended purpose of the original allocation. Principals must demonstrate how they will meet related programmatic requirements.
<i>Below items allocated as Staffing Ratios</i>
Custodial Staff and NPS - Foreman, RW-3, RW-5 (PK-12)
School Counselor (6-12)
English Language Learner Teachers and Aides (PK-12)
Early Childhood Education Teachers and Aides (PK)
Inclusion Resource Teacher (PK-12)
Psychologist (PK-12)
Social Worker (PK-12)
Special Education Aide (PK-12)
<i>Below items allocated as Program Grant funds to schools</i>
Coordinator & NPS - Global Studies (PK-12)
Teacher - CTE, Vocational Ed (9-12)
Afterschool Administrative Aide, Afterschool Aide, Afterschool Teacher - Grant funded (Title I K-8)
Evening Credit Recovery Opportunity Academy schools (9-12)
NAF Academy Director (9-12)
Dual Language Funding (PK-12)
Safe & Positive Schools Funding (FY22 schools only)
<i>Below items are pre-budgeted from a Level 3 allocation</i>
Administrative Premium & Custodial Overtime pre-budgeted from Total NPS Allocation
Bilingual Counselors pre-budgeted at 1:100 using ELL weight funds

Level 2

3 Allocations

Level 3 - Fully Flexible - These allocations are provided to schools to budget for staff and other programming.
<u>Below funding is allocated as Student Based Budgeting (SBB)</u>
Student Based Funding Base Weight (K-12)
Early Childhood Education Per Student Base Weight (PK)
Special Education Per Student Weight (PK-12)
English Language Learner Per Student Weight at Non-Itinerant Schools (PK-12)
Education Campus Per Student Weight (K-8 ECs)
Special Education Campus Weight (River Terrace)
Early Learning Center Weight (Military Road, Stevens)
SBB At-Risk Concentration Weight >40% (PK-12)
SBB At-Risk Concentration Weight >70% (6-12 students)
<u>Below items allocated as Program Grant funds to eligible schools</u>
At-Risk UPSFF (including Concentration amount) (All Schools PK-12)
OA Alternative Grant (Opportunity Academies)
School Office Support (All Schools PK-12)
NPS Total Allocation (All Schools PK-12)
Title I - Schoolwide (Title I Schools PK-12)
Specialty Payment (Select Schools PK-12)
<u>Below items allocated as Stability Funding to eligible schools</u>
Safety Net Supplement (K-12)
Stabilization (K-12)
Mayor's Recovery Funds* (K-12)
<u>Below items are flexible placeholder lines</u>
Uniform Per Student Funding Formula (UPSFF) At-Risk
At-Risk Concentration UPSFF > 40% (PK-12)
At-Risk Concentration UPSFF > 70% (PK-12)

Non-Allocated Items with Requirements

Items NOT ALLOCATED in updated budget model. Schools will use flexible and discretionary funds to budget for these positions and programs.
<u>Containing Program Requirements</u>
General Education Teacher - K-5
Aide - Kindergarten - (10mo) (K)
Science, Social Studies, Math, English Teachers (6-12)
Art, Music, and Physical Education (PK-12)
World Language (6-12 requirement)
Attendance Counselor (K-12)
Instructional Coach (LEAP) (PK-12)
Coordinator - Athletics & Activities (9-12)
Related Arts NPS (PK-12)

No Program Requirements

<u>No Program Requirements</u>
Assistant Principal
Business Manager
Clerk
Registrar
Pathways (Program) Coordinator
Teacher - Schoolwide Enrichment Model

FY24 Item Catalog

Positions	Unit Cost
Administrative Officer	\$105,383
Afterschool Coordinator	\$104,656
Aide - Administrative	\$70,653
Aide - Computer Lab	\$64,314
Aide - Early Childhood	\$38,911
Aide - Instructional - (10mo)	\$38,911
Aide - Instructional - Year Round (80hr)	\$46,267
Aide - Kindergarten	\$38,911
Aide - Library/Technology	\$49,888
Aide - Special Education	\$38,911
Assistant - Strategy & Logistics (ASL)	\$68,693

Assistant Principal - English Language Arts (ELA)	\$158,054
Assistant Principal - Intervention (API)	\$158,054
Assistant Principal - Literacy (APL)	\$158,054
Assistant Principal - Math	\$158,054
Assistant Principal - Other	\$158,054
Assistant Principal - Science	\$158,054
Assistant Principal - Social Studies	\$158,054
Assistant Principal - Special Education	\$158,054
Athletic Director	\$148,280
Attendance Counselor	\$69,231
Behavior Technician	\$56,070
Business Manager	\$92,584
Clerk	\$52,144
Coordinator - Athletic and Activities	\$118,433
Coordinator - Computer Lab/Technology	\$61,657
Coordinator - Global Studies	\$118,433
Coordinator - In-School Suspension (ISS)	\$70,486

Coordinator - Parent	\$61,657
Coordinator - Program	\$118,433
Coordinator - Special Education (CSE)	\$118,433
Coordinator - Strategy & Logistics (CSL)	\$101,824
Coordinator - Student Resource	\$118,433
Custodial Foreman	\$78,485
Custodian (RW-3)	\$52,229
Custodian (RW-5)	\$59,271
Dean of Students	\$119,085
Director - Career Academy	\$148,280
Director - NAF Academy	\$148,280
Director - Specialized Instruction (DSI)	\$148,280
Director - Strategy & Logistics (DSL)	\$148,280
School Counselor - 10mo	\$115,162
Guidance Counselor - 10mo (Bilingual)	\$115,162
School Counselor - 11mo	\$127,360
Guidance Counselor - 11mo (Bilingual)	\$127,360

School Counselor - 12mo	\$136,575
Instructional Coach	\$115,162
Instructional Coach - English Language Arts (ELA)	\$115,162
Instructional Coach - Math	\$115,162
Intervention Coach	\$115,162
Manager - Career Academy	
Manager - School Administration and Operational Support	\$130,065
Manager - Specialized Instruction (MSI)	\$115,436
Manager - Strategy & Logistics (MSL)	\$115,436
Psychologist	\$115,162
Psychologist - 12mo	\$136,575
Registrar	\$56,960
Relay Teacher Resident	\$38,911
Restorative Justice Coordinator	\$105,383
Social Worker	\$115,162
Teacher - 1st Grade	\$115,162
Teacher - 2nd Grade	\$115,162

Teacher - 3rd Grade	\$115,162
Teacher - 4th Grade	\$115,162
Teacher - 5th Grade	\$115,162
Teacher - 6th Grade	\$115,162
Teacher - Art	\$115,162
Teacher - Career/Tech Ed (CTE)	\$115,162
Teacher - Computer	\$115,162
Teacher - English	\$115,162
Teacher - Health/Physical Education	\$115,162
Teacher - Inclusion/Resource Services	\$115,162
Teacher - Kindergarten	\$115,162
Teacher - Math	\$115,162
Teacher - Music	\$115,162
Teacher - Performing Arts/Drama	\$115,162
Teacher - PK3	\$115,162
Teacher - PK3/PK4 (Mixed Age)	\$115,162
Teacher - PK4	\$115,162

Teacher - Reading	\$115,162
Teacher - Resource	\$115,162
Teacher - Schoolwide Enrichment Model (SEM)	\$115,162
Teacher - Science (Biology)	\$115,162
Teacher - Science (Chemistry)	\$115,162
Teacher - Science (General)	\$115,162
Teacher - Science (Physics)	\$115,162
Teacher - Social Studies	\$115,162
Teacher - STEM	\$115,162
Teacher - Vocational Ed (12mo)	\$95,587
Teacher - World Language	\$115,162
Technology Instructional Coach (TIC)	\$115,162
TLI Teacher Leader - Culture	\$115,162
TLI Teacher Leader - Early Childhood Education	\$115,162
TLI Teacher Leader - English Language Arts (ELA)	\$115,162
TLI Teacher Leader - Math	\$115,162
TLI Teacher Leader - Science	\$115,162

TLI Teacher Leader - Social Studies	\$115,162
TLI Teacher Leader - Special Education	\$115,162
Urban Teacher Residency	\$38,911

Non-Personnel Items & Additional Compensation	
Administrative Premium (General)	Educational Supplies
Afterschool Paraprofessional (local)	Ed Tech Software
Afterschool Site Leader (local)	Electronic Learning
Afterschool Teacher (local)	Equipment and Machinery (over \$5,000)
Advertising	Equipment and Machinery (under \$5,000)
Clothing and Uniforms (off the shelf)	Extra Duty Pay (DCPS employee additional compensation)
Contractual Services (including after school partners)	Food and Provisions (Including PARCC snacks)
Custodial Overtime	Furniture & Fixtures
Custodial and Maintenance Supplies	General Supplies
Custodial Equipment and Machinery (over and under \$5,000)	Health Supplies
IT Equipment/Hardware	Tuition for Employee Training

IT supplies (consumables)	Local Travel (Staff and Students – within 50 miles)
Local Travel (Students - within 50 miles)	Professional Development Incl. Conference Fees
Membership Dues	Professional Services
Office Supplies	Tuition for Employee Training
Out of City Travel (Staff and students - more than 50 miles Including International)	Recreational Supplies (including admissions tickets)
Postage	Stipends (non DCPS employee)
Printing	Textbooks

WTU Extra Duty Pay And Non-WTU Extra Duty Pay

Extra Duty Pay is provided only to ET 15- (including ET 15/12-month, ET 15/11-month, and ET 15/10-month) and EG 9-classified employees in WTU positions. No other employee of DCPS, or non-employee providing services for the benefit of DCPS, is eligible to receive ED. Usually, ED is authorized for services performed beyond the normal tour of duty. See more information on the types of stipends for SY20-21 at <https://dcps.dc.gov/publication/additional-compensation-procedures>The following activities are centrally budgeted:

- Tech POC stipends
- Athletic coaches
- Home visits
- Reading clinic (small set of teachers)
- TLI stipends
- We the Girls leads

A supervisor may appoint an employee in a non-WTU position and/or non-DCPS employee to provide Extra Duty type services. In cases where the employee is a non-WTU member, the compensation type is “Non-WTU Stipend” (NWS) pay. For example, NWS may be paid to an Administrative Officer serving as moderator for the Debate Team, or to an Instructional Aide serving as the Drama Club sponsor for her middle school. Like ED, NWS usually is authorized for services performed beyond the normal tour of duty.

Any type of additional compensation, whether a WTU extra duty pay non “non-WTU Stipend” must be budgeted under “Extra-Duty Pay” in the QuickBase Budget Application. The budget line “Stipends” are only for non-DCPS employees.

Difference between admin premium and additional compensation

While administrative premium is an hourly compensation provided to WTU and CSO (per the new CBA) for specific activities hourly through timesheets, additional compensation is a lump sum of dollars provided to members for qualifying activities. It is typically paid out at the end of each semester or year depending on the job advertisement.

How to Pay out the Additional Compensation

Schools will fill out and submit the additional compensation form and submit to the special requests team. Schools will be required to submit supporting documentation as well including a description of the role, the advertised compensation, and a description of how it was advertised. The process of paying staff goes from the special request team to OPRS (Office of Payment and Retirement Services).

Please reach out to your school finance specialist or dcps.schoolfunding@k12.dc.gov if you need the form.

LSAT Recommendation Departure Form

Rationale Template for Departing from LSAT or Personnel Committee (PC) Recommendation as to a RIF, Abolishment, or Furlough

Instructions

Principals, please list below your reason(s) for departing from:

1. The Local School Advisory Team’s (LSAT) recommendation as to the area of certification to be affected by an excessing division, and/or
2. The Personnel Committee’s (PC) recommendation as to the individual employee to be affected by an excessing decision

Complete one form for each instance in which you have deviated from an LSAT or PC recommendation as it relates to an excessing decision.

LSAT or PC Recommendation

Principal's Final Decision
Reason(s) for Departure

[Click Here To Download](#)

Principal Name: _____

Principal Signature: _____

Date: _____

Upon completion by the Principal, this form should be submitted to the Strategic Staffing team by emailing your staffing coordinator or dcps.staffing@k12.dc.gov.