FY25 School Budget Development Guide

Fiscal Year 2025 (SY24-25)

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Introduction

Chancellor's Letter

Dear DC Public Schools (DCPS) Community,

Over the last few years, DCPS' steadfast commitment to equity, excellence in instruction, and educating the whole child has driven thoughtful, strategic investments that have resulted in important progress, including improved graduation rates, enrollment growth, and strong highly effective teacher retention.

Today, schools are receiving their initial budgets for Fiscal Year 2025 (FY25) which covers the 2024-2025 school year. These allocations come at an important juncture for DCPS, the District, and school systems across the country as we all navigate the conclusion of Elementary and Secondary School Emergency Relief (ESSER) Funds. **This loss of federal funding, in combination with other economic factors, necessitates that districts nationwide examine their budgets with a critical eye looking for efficiencies where possible, and weighing programmatic and workforce reductions.**

During the pandemic, one-time funding streams like ESSER and the Mayor's Recovery Fund allowed DCPS to expand our workforce by 18% to support students' needs and the district's recovery. The same period saw student enrollment increase by only 2%. **As we work toward rightsizing, DCPS will prioritize what makes us great—our people and our values.**

As we also factor the historic contracts upheld across DCPS' four unions that ensure our educators and staff are among the highest paid in the nation, schools and school communities will feel budget pressures as we absorb the higher cost of those salaries and benefits, which include inflationary increases. Here is how we are addressing the district's new resource landscape:

Mayor Bowser has announced that the District will significantly increase the Uniform Per Student Funding Formula (UPSFF) by 12.4% to a per-student foundation of $14,668.

School leaders will have the autonomy to take lessons learned over the pandemic and prioritize directing resources based on their student and community needs.

No school will lose more than five percent of their submitted budget, inclusive of one-time local funds, from one year to the next. This safety net is in place regardless of shifts in enrollment.

DCPS will continue to utilize a budget model that allocates resources based on enrollment, targeted support, and year-over-year stability while recognizing that when there are less resources, it is more important than ever to double down on equity. Initial school allocations include the following:

An increase of $707 per pupil to the DCPS student base weight, which in turn provides more flexible funds to schools through the student-based targeted support weights.

$20.7 million dedicated towards supplemental federal Title I and Title II funds for continued financing in services and programs that improve student outcomes.

$6.9 million for our new [five-year Strategic Plan: Capital Commitment 2023-2028](#) to help ensure students are succeeding academically, feel connected to their school, and are prepared for what's next.

DCPS' budget serves as a strategic tool to empower and support our students, educators, families, and communities to achieve the best outcomes. Continue reading for a comprehensive budget overview, upcoming next steps, and deadlines.

Thank you for your continued support.

In partnership,

Lewis D. Ferebee, Ed.D.

Chancellor, DC Public Schools

FY25 Guiding Principles for Navigating Budget Pressures

Context

Over the past three years, we have worked incredibly hard to support students academically, socially, and emotionally as we return from the pandemic. This work has paid off – we have seen steady gains in proficiency in ELA and math, and the percentage of students feeling loved is higher than ever. And we know we still have more work to do.

We have also seen our enrollment grow by 1,800 students. We are the only district in the region that saw enrollment growth during this period – this is a huge testament to the work of you and your teams, and the fact that families are choosing DCPS.

But we know the reality is that FY25 is going to be a hard budget year. The city is still recovering from the effects of the pandemic, ESSER is ending, and inflation is driving fixed costs up. We are going to need to sustain our progress, and continue our recovery efforts, with less buying power.

With this in mind, we are sharing some guiding principles to help you with making budget decisions.

Guidelines

We remain committed to acceleration and supporting the whole child. Our vision for this work is outlined in our strategic plan and our three key priorities: Succeed Academically, Connected to Schools, Prepared for What's Next.

In conjunction with required (level 1) budget positions, we ask schools to prioritize the following:

Role Category	Description	Budget Guidance
Teaching staff	Positions that focus predominately on classroom instruction *Examples: classroom teacher, special education teacher, multi-lingual learner teacher, inner core teacher, librarian, aide, interventionist*	Class sizes must remain in alignment with FY25 budget guide allocations.
Instructional leadership positions	Focus predominately on coaching teachers *Examples: principal, assistant principal, instructional coaches, TLIs*	At least one leader focused on ELA and one on math (this could be a principal, AP, IC, TLI, etc.). Up to 15% of your total budget can go toward instructional leadership FTEs.
Student support positions	Focus predominately on providing direct services to students *Examples: social worker, school counselor, school psychologist*	Must be budgeted in alignment with FY25 budget guidance.

Operations support	Positions that focus predominately on smooth operations, fiscal, and facilities management *Examples: MSL, DSL, attendance counselor, business manager*	Each school should have at least one operations support position. Up to 8% of your total budget can go toward operations support FTEs.
School climate support	Positions that focus predominately on supporting school climate and culture *Examples: dean, ISS coordinator, RJ coordinator*	These positions can be budgeted with flexible funds. Up to 7% of your total budget can go toward school climate support FTEs.

NPS/Additional Compensation		
Administrative premium	The School Finance Team will provide historical data to inform schools leaders around their administrative premium spending. Please remember that the recent CBAs for WTU and CSO have increased administrative premium to $60/hour and have now made ET Officers eligible. It is recommended that schools budget at least 90% of their historical spending. Budgets will not be approved for submission unless 60% of the pre-budgeted amount is budgeted.	
Custodial overtime	The School Finance Team will provide historical data to inform schools leaders around custodial overtime. It is recommended that schools budget at least 90% of their historical spending. Budgets will not be approved for submission unless 50% of the pre-budgeted amount is budgeted.	
Custodial supplies	Budgets will not be approved for submission unless 50% of the minimum recommended amount is budgeted.	

School Size	**Cost of Supplies**
Under 300 students	$7,000 - $9,000
300-500 students	$8,000 - $14,000
500-800 students	$11,000 - $18,000
800-1,500+ students	$15,000 - $30,000

Role Category	**Positions**	
Instructional leadership positions	Assistant Principal	Coordinator – Global Studies
	Coordinator – International Baccalaureate	Coordinator – NAF Academy
	Coordinator – Special Education	Director – Career Academy
	Director – Early College Academy	Director – NAF Academy
	Director – Specialized Instruction	Director of Redesign
	Instructional Coach	Intervention Coach
	Manager – High Impact Tutoring	Manager – NAF Academy
	Manager – Specialized Instruction	Principal
	TLI Teacher Leader	
Operations support	Administrative Officer	Afterschool Coordinator
	Aide – Administrative	Aide – Computer Lab
	Aide – Library/Technology	Assistant, Coordinator, Director, Manager – Strategy & Logistics

	Athletic Director	Attendance Counselor
	Business Manager	Clerk
	Coordinator – Athletic & Activities	Coordinator – College & Career
	Coordinator – Computer Lab/Technology	Coordinator – Parent
	Coordinator – Pathways	Coordinator – Program
	Manager – School Administrative & Operational Support	Recreation Specialist (Aquatics)
	Registrar	Specialist – Transition
	Student Health Services Coordinator	Technical Support Specialist
School climate support	Behavior Technician	Coordinator – In-School Suspension
	Coordinator – Student Resource	Dean of Students
	Manager – Connected Schools	Redesign Student Experience Coach
	Restorative Justice Coordinator	

FY25 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 2024 (FY24) to Fiscal Year 2025 (FY25).

New Sections & Name Changes

The following sections have been added for FY25:

- **FY25 Guiding Principles for Navigating Budget Pressures (Section: Introduction):** This section summarizes overarching priorities to support decision-making during budget development.
- **College & Career Coordinator Initiative (Section: Additional Programming):** This section highlights College & Career Coordinators, which are transitioning from the Central Services budget to school budgets.
- **High Impact Tutoring (Section: Additional Programming):** This section focuses on High Impact Tutoring (HIT) Managers, which are transitioning from the Central Services budget to school budgets.
- **Connected Schools (Section: Additional Programming):** This section provides an overview of Connected Schools, which is the DCPS model for full-service community schools.
- **Redesign (Section: Additional Programming):** This section provides guidance to Redesign schools on budgeting for a Student Experience Coach.
- **School Health Services & Centers (Section: Additional Programming):** This section details budgeting recommendations related to student health for all schools, along with specific guidance for schools with School-Based Health Centers.
- **Budgeting & Procurement Responsibilities Chart (Section: Additional Information):** This chart features programs that may divide budgeting and procurement responsibilities between schools and Central Services.

Additionally, please note the updated naming conventions for FY25.

- **"Multilingual learner" is an updated name for "English learner."** This is reflected in all associated allocations. Additionally, position titles that previously included the acronym "EL" will instead include the acronyms "ML" or "ESOL" (English for Speakers of Other Languages).
- **Urban Teachers has been renamed to City Teaching Alliance, however the budget catalog item for resident positions is still named "Urban Teacher Residency."** The process for requesting and budgeting a resident teacher is also the same as in FY24.

Centrally-Funded Goods and Services (including OTL-Funded Resources)

Each year, Central Services funds some goods and services directly for schools. Decisions about what is funded centrally are made based on strategic priorities, feedback from schools, and available funding. With this in mind, select positions and programmatic expenses are moving from the Central Services budget to school budgets. A Central Services-wide document and OTL-specific document can be found on DCPS Way.

Changes to School Partnerships

Several programs, such as City Year, Literacy Lab, and Reading Partners, are shifting prices or changing financial procedures in FY25. Please refer to the School Partnerships and Budgeting & Procurement Responsibilities Chart sections for more information on these partnerships.

Safe & Positive Schools

Schools that received the Safe & Positive Schools allocation in FY24 will receive 75% of that allocation in FY25 as DCPS begins to step down the program.

Impact of Updated Collective Bargaining Agreements

Position Costs

Schools will see higher position costs in FY25, primarily in WTU and CSO positions, to account for increases in salaries and additional compensation, respectively.

Administrative Premium Increase to $60/Hour

In alignment with the collective bargaining agreement between the WTU and DCPS, administrative premium has increased from $40/hour to $60/hour. Starting in FY25, schools are responsible for budgeting the entire $60/hour. Pre-budgeted administrative premium targets reflect this.

Afterschool Paraprofessional Tour of Duty

Due to changes to the AFSCME collective bargaining agreement, the tour of duty for Afterschool Paraprofessionals is shifting from 2.5 hours per day to 1.5 hours per day in FY25. Paraprofessionals will now assist OSTP afterschool programming that is in line with their DCPS position description from 3:30-4:30p.m. as the final activity of their school day and are paid school day wages for that hour. They are eligible for afterschool pay from 4:30-6:00p.m. There will be some instances of external hires that are not daytime DCPS employees or individuals with adjusted tours of duty that will be eligible for 2.5 hours of afterschool pay per day. More information can be found in the Afterschool Programming section, and questions about this change can be directed to margaret.berkey@k12.dc.gov.

Proper Account String for SWAG

Beginning in FY24, promotional and branded items (i.e., SWAG) can no longer be purchased with "Professional Services" funds. Instead, they must be budgeted in the appropriate Quickbase budget line according to each item's use. For example, sweatshirts with insignia would be purchased out of "Clothing and Uniforms," and agenda books may be purchased using the "Educational Supplies" or "General Supplies" accounts. School leaders can hover over the information "i" in the Quickbase budget application to read detailed descriptions of budget line items.

Level 1 Flexibility Allocations

Special Education – Self-Contained

Special Education – Self-Contained staff (teachers, aides, behavior technicians, and board-certified behavior analysts) are level 1 allocations, while Special Education – Inclusion teachers are level 2 allocations. To see the complete Special Education information (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 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.

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

Requirements

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.
- DCPS Library Programs also trains and has a master list of qualified school library substitutes.

Non-Personnel

- From every school's total non-personnel allocation, $21.66/student is locked as "Library Funds" for the DCPL MOU and electronic library services.
- These level 1 funds are restricted to school libraries across the district. Central Library Programs will collect these specific funds from each school budget account to meet MOU requirements to provide equitable resources for libraries, including books, digital programs, and equipment.

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 $21.66/student for library resources to maintain the MOU partnership with DC Public Library for electronic/print and online library applications.

Budgeting Recommendations

Schools should align support for the school library with additional staffing as per the personnel recommendation above. They should also 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 1,000 students should budget a second School Librarian position to support the school library program.
- 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, 1.5 by 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 inches by 15 yards 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.
  - It is recommended that schools purchase a second device for the library before the start of the SY24-25 school year. In addition to the DCPS laptop provided by Central Services to School Librarians, schools should 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 computers with new laptops or desktop stations).
  - Schools should replace or order a second handheld Follett barcode scanner from Follett School Solutions to support the creation of 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 the [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. The Librarian supports the school and the library by:

- Supporting online learning by working with students and collaborating with teachers to leverage access to quality online reading materials
- Serving as a school-based POC/lead for educational technology resources (e.g., Canvas Sub-Account administrator, Clever Tech lead, school administrator for digital apps such as BrainPOP, Follett Destiny, SORA, OverDrive, PebbleGo, etc.)
- Serving as the liaison between the school and the DC Public Library
- Engaging students and staff in research skills development, digital citizenship, and information literacy strategies
- Acting as the reading champions of the school, fostering a culture of reading and engagement
- Supporting "reluctant readers" through a variety of interest-based activities such as book clubs, book buddy programs, and individual reading conferences.
- Working directly with DCPS Educational Technology to coordinate access, solutions, and problem-solving for applications
- Serving as the "go-to" knowledge expert for the school, providing answers and/or recommendations to district-wide resources and best practices
- Curating and facilitating the use of knowledge database(s) to support engagement with students and staff
- Managing the school library space, which includes adding resources to the centralized library catalog, repairing library books as needed, inventing 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

Library Tech Aides supports the school and the library by:

- Assisting the library media specialist in ordering and maintaining library materials, supplies and equipment

- Storing, maintaining, managing, and discarding materials according to standard procedures.
- Maintaining schedules for the use of computers, library media centers, books, and related reference materials
- Helping to maintain an orderly and functional room environment conducive to learning
- Assisting in coordinating events such as book fairs and planning activities that encourage and motivate students to read
- Supporting teachers in the instruction of information retrieval skills using the district's centralized computerized library system
- Presenting educational information to students under the supervision of the School Librarian or a qualified classroom teacher
- Aiding students in accessing research materials to support units of study
- Assisting in the instruction of staff and students in the use and operation of networked computers, software, and related resources
- Assisting teachers in the supervision of students using the library media center and reviewing the work of student helpers or service students
- Reading aloud as required and provides book talks to groups of students
- Processing, circulating, and shelving books and various learning materials
- Stamping, labeling, mending, and cleaning library books and other learning resources
- Helping to conduct periodic inventories of book collection, materials, software, and equipment

Central Support

- The Library Programs team handles the procurement of the library resources on behalf of schools via MOU requirements.
- Library Programs provide monthly PD meetings for School Librarians and support staff.
- Library Programs team provides collection development support through analysis and recommendations for the library collection using computer-based reporting.
- Library Programs will provide limited resources/supplies and professional development to enhance makerspaces during the school year. This information will be directed to the School Librarian or library POC administrator when available. The DCPS Makerspace Guide will be the framework that will drive this process.

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 (Guidebook #9)
- OSSE Licensure Requirements
- Academic and Creative Empowerment Planning
- Library Programs SharePoint

Title I – Parent & Family Engagement

Purpose

Title I – Parent & 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

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

- Helping families become more informed about Title I program expectations
- Helping families learn ways to help their children improve their academic achievement
- Encouraging 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 & 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
- Instructional supplies and materials to assist parent's understanding of curriculum and content standards
- 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
- Contracts with community-based organizations to provide parent involvement services more appropriately provided by an external agency
- 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.

Points of Contact

- Charmian Makell, Director, Grant Administration – charmian.makell@k12.dc.gov
- Yiesha Thompson, Director, Monitoring and Program Support – yiesha.thompson@k12.dc.gov

Title II – Professional Development (Non-Title I Schools)

Purpose

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

How Funds Are Allocated

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. For this reason, the Title II allocation must be used for professional development. Schools work with their federal programs and grants team points of contact to spend funds on allowable goods/services.

Budgeting Recommendations/Requirements

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.

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

- Are intensive and yield a positive and lasting impact on 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/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 include:

- Providing training for teachers and principals in the use of technology that improve teaching and learning
- Providing instruction in methods of teaching children with special needs
- Providing instruction in the use of data and assessments to inform classroom practice
- Attending 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 include:

- Providing direct services to students and parents
- Purchasing educational supplies, materials, or equipment for student use
- Constructing facilities or paying for installation fees or services

Points of Contact

- Charmian Makell, Director, Grant Administration – charmian.makell@k12.dc.gov
- Yiesha Thompson, Director, Monitoring and Program Support – yiesha.thompson@k12.dc.gov

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 schools below, which are part of the DPR Memorandum of Understanding (MOU) agreement.

- 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 be responsible for hiring a full-time certified Health & Physical Education teacher with a Water Safety Instructor's endorsement. Marie Reed ES will also receive funding for a Recreation Specialist (Aquatics).

River Terrace EC is not part of the MOU agreement but will receive an allocation of a PE Aquatics Teacher and Recreation Specialist (Aquatics) to support pool programming at their school.

Allocation and Budgeting (Non-Personnel Services)

- Schools will receive $141,583 for the DPR MOU agreement.[1] These funds are locked into contractual services and moved to the Central Services budget as part of the MOU.
- Schools will be allocated $5,000 in supply funds for pool supplies. These locked funds should be budgeted into recreation supplies/materials and used by the school to purchase the supplies and materials needed for swimming instruction.

Flexibilities and Restrictions

Pool supply funds may only be used to support swimming instruction. Health & PE teachers who teach swimming courses should only teach swimming courses and should not be asked to teach other PE courses. The Pool Health & PE teacher can teach PE2 students during their swim unit.

Elementary Expansion Swim Program

Students from the 62 schools below will travel to nearby pools for swimming instruction. Funds for this program are allocated to the schools exclusively to support the program.

SY24-25 Schools Participating in Elementary Expansion			
Amidon-Bowen ES	Bancroft ES	Barnard ES	Beers ES
Boone ES	Brightwood ES	Browne EC	Bruce-Monroe ES @ Park View
Bunker Hill ES	Burroughs ES	Burrville ES	C.W. Harris ES
Capitol Hill Montessori @ Logan	Cleveland ES	Dorothy Height ES	Drew ES

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[1] Marie Reed ES will receive $94,389 through the MOU.

Excel Academy	Garfield ES	Garrison ES	H.D. Cooke ES
Hendley ES	Houston ES	Hyde-Addison ES	J.O. Wilson ES
John Lewis ES	Ketchem ES	Kimball ES	King, M.L. ES
Langdon ES	LaSalle-Backus ES	Leckie EC	Ludlow-Taylor ES
Malcolm X ES @ Green	Maury ES	Miner ES	Moten ES
Nalle ES	Noyes ES	Patterson ES	Payne ES
Plummer ES	Powell ES	Randle Highlands ES	Raymond ES
Ross ES	Savoy ES	SWW @ Francis-Stevens	Seaton ES
Simon ES	Smothers ES	Stanton ES	Takoma EC
Thomas ES	Truesdell ES	Tubman ES	Turner ES
Tyler ES	Van Ness ES	Walker-Jones EC	Wheatley ES
Whitlock ES	Whitter ES		

Participating schools will be allocated funding to support the program for the following items, to be shared across the 62 schools and managed by the Health & PE Team in the OTL:

- ET-15 PE Aquatics teachers
- Aquatics specialists
- 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 & Physical Education – miriam.kenyon@k12.dc.gov
- DPR Point of Contact: DPR Aquatics Division, 202.671.1289

Credit Recovery

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 an eligible 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 curricula. 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 FY25, 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. Typically, schools receive a similar allocation year-over-year; however, there can be shifts to allocations if a school used significantly more or less of the allocation in the previous fiscal year and/or demonstrates a change in need (e.g., higher enrollment, high number of failures during the previous school year, etc.).

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 Preparatory HS

Cardozo EC	Jackson-Reed HS	Woodson, H.D. HS
Columbia Heights EC	MacArthur HS	

Opportunity Academies—Ballou STAY, Luke C. Moore, and 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 courses if there is a student need, but they must fund it with their own administrative premium. A program proposal must be submitted and approved by Central Services (SASS and Student Engagement divisions).

Requirements/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 Menu of Options for staffing suggestions).

Budgeting 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 per day	Days per week	Planning time (hours)	Length (weeks)	Administrative 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.

Menu of Options

Schools have the following scheduling and staffing flexibilities:

- **Length of class**: It is recommended that Credit Recovery courses take place for 60 to 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., ESOL 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 1:30 teacher-to-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 member.

- o   If the coordinator is a WTU member and is supporting Credit Recovery outside of, or in addition to their tour of duty hours, they are eligible to earn administrative premium.
  - o   If the coordinator is not a WTU member, they should work with an administrator to create a flexible schedule to ensure that 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 Services newsletters (e.g., College Prep, Counseling Weekly).

Points of Contact

- Liz Wiemers, Director, Student Engagement, Office of SEAD Strategy – elizabeth.wiemers@k12.dc.gov
- Shemia Anderson, Manager, Graduation, Office of SEAD Strategy – shemia.anderson@k12.dc.gov
- Oluwaseyi Oseni, Specialist, Twilight, Office of SEAD Strategy – oluwaseyi.oseni@k12.dc.gov

Helpful Resources

DCPS Credit Recovery Policy

NAF

Purpose

DCPS currently has 35 NAF Academies (formerly known as National Academy Foundation) across 17 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 Career Academy (formerly known as the DC CAN) grant. Please refer to the Career & Technical Education section for relevant information.

Requirements

OSSE requires NAF Academies to have a Director (NAF Academy Director, ET-6). Multiple academies 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 (Career Academy or other grant) for the first

two years, after which point the unit cost of a position will be added to a 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 an academy (e.g., Engineering, IT, Health Sciences, Hospitality, etc.).

How Funds Are Allocated

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.

Non-Personnel

All academies will have access to OSSE Career 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. Career Academy grant funds are managed and controlled by the District's CTE Director.

Menu 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.

Point of Contact

Crystal Smith, Director, Career Education Programs – crystal.smith4@k12.dc.gov

Helpful Resources

DCPS CTE Website

Ninth Grade Academies (NGA)

Purpose

Ninth Grade Academies nurture first-year 9th 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.

Requirements

- The Ninth Grade Academies program is subject to the 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 ML 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.

Menu of Options

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

Financial

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

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, Specialist, Grade Level Academies – sara.hassan@k12.dc.gov

Helpful Resources

Ninth Grade Academy Handbook

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.

Requirements

Based on an agreement with the Department of Defense, programs must have 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 the appropriate branch of the U.S. 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 through consultation with school leaders, JROTC Instructors will be pre-populated in school budgets

according to the requirements above. These positions will appear as Teacher – JROTC (Senior) or Teacher – JROTC (Junior) and cannot be removed without loss of funding.

Central Support

Financial

Central provides support to JROTC for Director's Office administrative supplies, cadets' physical training uniforms, the City-Wide Dining Out/Military Ball, transportation support to extracurricular competitions, college visits, and educational staff rides events.

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

- Colonel (Retired) Martin D. Compton, Director, JROTC, Office of the Secondary Schools – martin.compton@k12.dc.gov
- Federico Boyce, Operations and Training Specialist, JROTC, DCPS – 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.

Requirements

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	Primary Years Programme	Middle Years Programme (Years 1-3)	Middle Years Programme (Years 4-5)	Diploma Programme
Schools that are IB-authorized or expected to be authorized for SY24-25	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 teacher(s)	At least 1.0 FTE World Language teacher	At least two World Language teachers (must service the whole school, the entire year)	At least two World Language teachers to service MYP	At least two World Language teachers to service DP (can be the same as MYP if IB language requirements are met)
Project Coordinators: This position has been filled by the IB Coordinator, a volunteer teacher, or a	Exhibition Project Coordinator	Community Project Coordinator	Personal Project Coordinator	CAS (Community, Action, Service) Coordinator- project for IB Diploma candidates at

TLI position (this varies by school)				Eastern and Banneker
Additional staffing requirement	Arts, Physical Education, and Music teachers	Arts, Physical Education, and 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

How Funds Are Allocated

Schools will receive an allocation line item titled "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 Finance Team based on the below spend plan.

The following chart describes what is funded in the "IB Funds" line allocated to schools. Central Services is responsible for managing procurement through IBO and IBMA for annual fees and IBO trainings. All other IB funds are managed by schools.

IB Budget Item	How is the item allocated?	Who is responsible for procuring the item?	Does this item need to be advanced?
IB Certificate Renewal: Required annually for IB schools	Each IB program has a different annual program fee that is allocated based on school IB program and IB fee schedule.	Central Services	Yes
Mid-Atlantic Association of IB World Schools Fee (IBMA): Provides member benefits including access to professional	Allocated equally to each school for their IBMA membership per the IBMA fee schedule.	Central Services	Yes

development and IB Coordinator network			
IB Professional Development: 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.	If it is through IBO, it needs to go through Central Services via requisition. If schools are organizing PD through other organizations, they can procure it on their own.	No
IB Authorization Visit: 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.	Central Services	Yes
IB Curricular Materials	Allocated equally for each IB program. Adjustments are made for Eastern HS, which has two IB programs (MYP and DP).	Schools	No
Diploma Programme Only			
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.	Schools	No
*Diploma Fees: IB student examination fees	Allocated to DP schools (Eastern HS and Benjamin Banneker HS) 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.	Schools/OSSE: Schools submit the orders, while OSSE pays the invoices from IB	No

Central Support

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.

Non-Financial

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

- Rohan Dharan, Manager, Advanced and Enrichment Instruction – rohan.dharan@k12.dc.gov
- Bianca Duphey, Director, Academic Innovations – bianca.duphey@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 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 curricula.

How Funds Are Allocated

In FY25, 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 I 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 Services, schools can offer virtual Twilight classes as well.

SY24-25 High Schools with Twilight Funding	
Anacostia HS	Dunbar HS
Ballou HS	Eastern HS
Cardozo EC	Ron Brown College Preparatory HS
Columbia Heights EC	Roosevelt HS
Coolidge HS	Woodson, H.D. HS

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 used significantly more or less of the allocation in the previous fiscal year.

Requirements

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 (0.5) 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	Course length	Instructional hours per week	Planning hours per week	Administrative premium	Number of weeks	Cost per class
1	1 term	15	2.5	$60/hour	9	$9,450
1	2 terms	7.5	1	$60/hour	18	$9,450
0.5	1 term	7.5	1	$60/hour	9	$4,725
0.5	2 terms	3.75	0.5	$60/hour	18	$4,725

Twilight funding operates on the fiscal year timeline; schools that anticipate offering Twilight 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/Menu 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 accommodates 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 a 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 (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 member.
- 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 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 administrative 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 with identifying eligible students, creating Twilight schedules, and trouble-shooting technology needs.

Points of Contact

- Liz Wiemers, Director, Student Engagement, Office of SEAD Strategy – elizabeth.wiemers@k12.dc.gov
- Shemia Anderson, Manager, Graduation, Office of SEAD Strategy – shemia.anderson@k12.dc.gov
- Oluwaseyi Oseni, Specialist, Twilight, Office of SEAD Strategy – 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 Budgeting Recommendations) for a Reading Specialist can leverage educators' knowledge 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 teacher is no longer a district-supported position, as of SY23-24.

How Funds Are Allocated

In FY25, the following schools will receive a Title I-funded Reading Specialist or Reading teacher:

Title I-Funded Reading Specialists/Teachers
• 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.

Budgeting Recommendations

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.

Non-Personnel

- 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

Non-Financial

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 evidence-based literacy practices and PD that focus on strategies for planning and facilitating Tiers 2 and 3 literacy instruction.

Points of Contact

- Shareen Cruz, Director, Literacy Strategy – shareen.cruz2@k12.dc.gov
- Laura Sanzone, Director, Elementary ELA and Social Studies – laura.sanzone@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 zero.

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 FY25, DCPS will continue the hold harmless methodology started in FY24. The hold harmless methodology compares the formula's output to the prior fiscal year's allocation. 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 academic or social-emotional 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 above. No school will be allowed to petition away their allocation to zero. Please see the guidance below for additional information related to petitions.

Potential criteria for converting a 10-month position to a 12-month position:

1. Schools must evidence that there is not a community partner available to provide needed services.
2. Schools must evidence a significant increase (not yet accounted for) in enrollment, the number of projected special education students, the number of BES/CES classrooms, or another significant area that will require additional support.
3. Schools must evidence the unique needs necessary over the summer months that are separate and above the normal school year's tasks. These summer specific tasks that require a 12-month employee must clearly be distinguished from the responsibilities of a 10-month related service provider.
4. School leaders must agree that the 12-month SMH provider, in addition to their school-specific duties, may be utilized to support CIEP, ESY, missed services, and other Central Services related tasks.

Before we approve a petition, the team will use data to determine the following factors:

1. Counselor selection – the level of support requested by the school for service delivery or assessments that were unmet by the selected position.
2. Reduced allocation – the level of support requested by the school that resulted from a decrease to the prior year's allocation.
3. Role strain – the rate of attrition of service providers at the school.

If it is determined based on these factors that a petition should NOT be granted, then the School Mental Health Team will not approve.

Additionally, schools must submit a request to the School Mental Health and the School Finance Teams to have access to a 12-month position in the Quickbase budget application. The School Finance Team may be reached at dcps.schoolfunding@k12.dc.gov.

Points of Contact

- Nigel Jackson, Director, School Mental Health (Social Work) – nigel.jackson3@k12.dc.gov
- Kevin Parker, Director, School Mental Health (School Psychology) – kevin.parker@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 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 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 the military, college pathways, 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 10-month School Counselor at a ratio of 1:400 rounding up to the nearest 0.5
- Grades 9-12: Schools are allocated a 11-month School Counselor at a ratio of 1:250 rounding up to the nearest 0.5

Budgeting Requirements

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

Budgeting Recommendations

It is recommended that schools budget at a 1:250 ratio across all grade levels. See the Multilingual Learners budget guide section for more information on Bilingual Counselors.

Role of the School Counselor

- 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.
- 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 a school's 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.

Central Support

Financial

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

Non-Financial

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

Points of Contact

- Dr. Fallon Dodson, School Counseling Manager, Office of Social, Emotional, and Academic Development (SEAD) Strategy – fallon.dodson@k12.dc.gov
- Brittany Crumbling, PK-8 School Counseling Specialist, Office of Social, Emotional, and Academic Development (SEAD) Strategy – brittany.crumbling@k12.dc.gov
- Malik Williams, 9-12 School Counseling Specialist, Office of Social, Emotional, and Academic Development (SEAD) Strategy – malik.williams@k12.dc.gov

Helpful Resources

- [The Role of the School Counselor](#)
- [Effectiveness of School Counseling](#)
- [The School Counselor and Student Mental Health](#)

Multilingual Learners (formerly English Learners)

Purpose

Students identified as Multilingual Learners (ML) are entitled to receive federally mandated English for Speakers of Other Languages (ESOL) services. ESOL/bilingual teachers and classroom support staff are allocated to meet the language/linguistic needs of the ML students. This linguistic and academic support supplements the full scope of academic programming that all students in DCPS receive. The allocation of ESOL teachers and bilingual instructional aides ensures all schools receive adequate resources, based on the size of the ML student population at their school and the language needs of the students.

When considering the staffing allocations and additional ML SBB funding, school leaders should note that Bilingual Counselor positions are required positions that are "pre-budgeted" at a ratio of 1:100 from the ML student-based funding. School leaders should work collaboratively with their ESOL POC and Special Education Coordinator to ensure that all dually identified students (ML students with IEPs) are scheduled to receive adequate language support, particularly those in full-time programs.

Requirements

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

How Funds Are Allocated

Funds for Multilingual Learners are allocated through direct staffing allocations and the ML SBB weight.

Staffing Allocations: ESOL Teachers

Schools receive allocations of ESOL teachers based on the ratios below. Instructional positions allocated based on the number of projected ML students must be dedicated exclusively to work in service of the ML students and cannot be assigned for other purposes. Schools with a projected enrollment of 11 or fewer ML students at the elementary level or 10 or fewer at the secondary level will receive an allocation for an itinerant ESOL teacher. This allocation of staff is managed by the Language Acquisition Division (LAD). Itinerant ESOL teachers are assigned to schools by the LAD and this allocation cannot be used for other purposes.

Number of Students	Teacher Allocation
1-10 ML students	Itinerant ESOL teacher*
11-16 ML students	Grades PK-5: 0.5 ESOL teacher Grades 6-12: 1.0 ESOL teacher for the initial allocation
17+ ML students	Number of students divided by 22, rounded up to the nearest 0.5 • 1 ESOL teacher at 17-22 students • 1.5 ESOL teachers at 23-33 students • 2.0 ESOL teachers at 34-44 students

*Funding for the itinerant ESOL teacher is on the school's budget, but personnel are managed and deployed centrally.

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

ESOL Teacher Responsibilities – School-Based ESOL Teacher (Part-Time or Full-Time)
- ESOL teachers may not be used as substitute teachers, given that the services provided by ESOL teachers are federally mandated. Schools with coverage needs should contract substitute teachers to fill those roles.
- ESOL teachers should not be assigned completion of BOY testing for students outside of their caseload.
- The ESOL 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 grade level curriculum. All MLs should receive appropriate ESOL services as determined by LAD guidelines. *Some students, depending on their ELP level and past educational experiences, may need additional support*.
- ESOL teachers are allocated to work with ML students. The ESOL teachers must be dedicated exclusively to work in service of the ML students and **cannot** be assigned for other purposes.
- ESOL teachers may provide supports through inclusion (effective inclusion requires dedicated collaborative planning time that is scheduled regularly), pull-out/small group instruction, content-based ESOL (distinct language development and content classes), and DL instruction.
- ESOL teachers should be assigned to specific grade levels as staffing permits.
- ESOL, general education, and special education teachers should collaborate to develop appropriate academic plans for ML students in schools using an inclusion model.

- LAD assigns schools to itinerant ESOL teachers based on enrollment information available in August. School assignments are updated as needed and are subject to change. Principals will be informed of their assigned Itinerant ESOL teacher prior to the opening of the school year.
- The itinerant ESOL teachers will collaborate with grade level classroom teachers to create a schedule that ensures appropriate ESOL services for the ML students. As ESOL services are federally mandated, classroom teachers must partner with the itinerant ESOL teacher to support student achievement and progress. Any questions or concerns regarding itinerant ESOL teachers should be directed to erika.pereira@k12.dc.gov.
- Itinerant ESOL teachers are assigned the provision of direct ESOL services. itinerant ESOL teachers are not available to provide support as substitute ESOL teachers. If the school-based ESOL teacher is out on leave, school leadership should hire a substitute teacher and contact LAD. The LAD will provide pedagogical support as needed.

Staffing Allocations: ML Support Positions

Schools receive allocations of ESOL instructional aides based on the ratio below.

Number of Students	ML Support Position	Responsibilities/Roles
50 ML students with a WIDA English Language Proficiency Level of 1*	ESOL Instructional Aide	• Provide translation of school-based documents • Serve as interpreter for LCD families • Support instructional needs of MLs

***The projected enrollment of ML students who have been assigned a detailed ML status as 1 or NES (non-English speaker) will be used to determine the allocation of ESOL instructional aides.

SBB ML Weight Allocation

ML SBB funds are provided to schools based on their ML projection. The ML weight is 0.3 times the base weight. Thus, schools receive that amount on top of the base student funding for every ML student. This funding is flexible for school leaders to budget for positions or goods and services that support ML students.

For schools who receive itinerant ML services, LAD strongly recommends using these funds to budget for supplies and materials needed by the itinerant teacher who provides services to these students. Please connect with Erika Pereira (erika.pereira@k12.dc.gov) to identify instructional supplies that are needed for each school.

Budgeting for a Bilingual Counselor

The funding generated by the ML 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 Counselors 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 ML programming. Bilingual Counselors should be dedicated exclusively to working with ML students and their families. The Bilingual Counselor may not be used to substitute or supplant the counseling needs of the general student (non-ML) population.

Additional Staffing Options

Schools might use the ML 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)
- ESOL Instructional Coach or TLI
- ESOL Coordinator
- Reading Specialist with ML focus

Additional Options

Schools might use the ML 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 can be used to support expanded understanding of working with MLs.

Instructional materials include bilingual dictionaries, illustrative dictionaries, texts in students' native language, school licenses for supplemental blended learning programs designed for MLs, etc. Please see the following chart of the Programs/Licenses that have been supported by LAD previously. Please note the adjustments for SY24-25.

Program	Description	Level of LAD/OTL Support	Recommended Grade Levels
Ellevation Data Platform	Ellevation offers educators a detailed look at Multilingual Learners. Using Ellevation, educators can review a student's proficiency level, accommodations and more, and monitor current, reclassified, and exited students. The Ellevation Dashboard offers a comprehensive view of ML-related data.	Paid in full by LAD	K-12 teacher-facing
Ellevation Strategies/ Modules	Ellevation Strategies is an online professional learning tool that prepares educators to support multilingual learners with a combination of actionable data, effective instructional activities, and classroom-based application. Through a diverse offering of research-based professional learning modules and instructional activities, educators have access to curated tools to help students acquire language and master academic content.	Paid in full by LAD	K-12 teacher-facing
Imagine Learning	Imagine Learning is an individualized, multimodal language and literacy software program designed to help MLs, struggling readers, students with disabilities, and ECE students master essential reading and speaking skills.	Paid in full for selected schools by LAD	K-8 student-facing

RAZ Kids	Kids access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.	Paid in full by LAD	K-12 student-facing
RAZ Plus ELL	Support Multilingual learners with tools, resources, and research-based strategies to achieve success with social and academic English. Learning A-Z's Raz-Plus ELL Edition provides reading, listening, speaking, and writing resources organized in content area topics at varying grade ranges. The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of WIDA, TESOL, and CCSS-aligned resources designed specifically for MLs.	Paid in full by LAD	K-12 student facing
RAZ Plus	Raz-Plus is a comprehensive blended learning platform that includes the curricular support teachers need and the personalized resources necessary to improve students' reading skills. With more than 50,000 resources that include more than 3,000 leveled books and readers available in multiple formats, Raz-Plus makes it easier than ever before to strengthen the connection between what is being taught and what students are practicing.	Paid in full by LAD	K-12 student-facing
iLit	*iLit* offers you a flexible literacy suite to support your core ELA curriculum. Use *iLitELL* to give Multilingual learners and newcomers high-intensity exposure to their new language. It makes language learning visual, auditory, and interactive, with plenty of vocabulary scaffolding.	Will no longer be paid by LAD in SY 24-25; Schools should use ML SBB	K-8 student-facing
Lingt	Lingt is a simple tool with audio, video, image, and text features for short assignments and formative assessments. Lingt assignments are permanently accessible and stored in educator's accounts, so that educators can collect students' work and review or use them as learning evidence.	Will no longer be paid by LAD in SY 24-25; Schools should	6-12 student-facing

			use ML SBB	
WIDA Screener Online (formerly WIDA Paper Screener)	For SY24-25 the Online WIDA Screener, will be the OSSE approved initial screener that is used to determine English Language Proficiency to student qualifies for ESOL Services, and if so, determines the initial entry level. DC is part of the WIDA Consortium.	Paid in full by LAD	K-12	
WIDA Model Online	The WIDA Model is used to update the English Proficiency Level of ML students with outdated scores (most recent WIDA assessments is more than 2 years old). WIDA Model is available in paper and online. WIDA Model may also be used for teachers' TAS.	Paid in full by LAD	K-12	
PreIPT	The PreIPT by Ballard and Tighe, is the initial screener for students in grades P3-P4. Students who test FES need to be reassessed in all four domains in the 1st Grade.	Paid in full by LAD	PK3-PK4	

LAD is happy to collaborate with school leaders to identify vendors. Other ideas for culturally responsive purchases with ML SBB funding include:

- Bilingual dictionaries
- Bilingual/multilingual books
- Multilingual welcome posters
- Multilingual board games
- Language access needs (e.g., translated printed materials and signs, school-based Interpretation costs for events not supported by the Language Access Unit, etc.)

In addition, principals should identify staff members to serve in the following capacities in support of the ML program:

- **ESOL Point of Contact (POC)**: Schools may designate a staff member/liaison to LAD who will serve at the ESOL POC for compliance related to multilingual learners. This ESOL POC can support the school with Every Student Succeeds Act (ESSA) compliance for MLs including referrals to the Welcome Center and mandated state assessment coordination. *Schools should provide the ESOL 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 ML data and information with school staff. Schools should budget administrative premium to compensate this paid prep period.*
- **ESOL Department Chair**: Secondary schools with more than four ESOL teacher positions may have an ESOL 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.

Budgeting Considerations

- How are ML students included in enrichment and intervention opportunities? Do the enrichment and intervention opportunities have built in supports/considerations for MLs?
- How is the professional development (PD) plan for the school inclusive of the PD needs of staff working with MLs? What support is needed?
- 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 ML-funded positions, identified above, to better equip the school?

Central Support

Financial

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

- ML family Saturday academies
- Purchase of ML blended learning licenses specific to school need
- Purchase of bilingual dictionaries

Non-Financial

The LAD can support schools in the following ways:

- Language Access support (translation and interpretation) can be provided through the Language Access Unit. Contact language.access@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 – Inclusion

Note: This section contains information for both Inclusion and Self-Contained positions. Inclusion positions are level 2 allocations, while Self-Contained positions are level 1 allocations.

Purpose

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

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 $1,500 per year.[2]

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).

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[2] This is subject to change depending on the details of a new collective bargaining agreement between the Washington Teachers' Union and DCPS.

How Funds 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 <u>not</u> in specialized self-contained classrooms. 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 <u>twice</u>: 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-to-Student Ratio	**Setting: Outside General Education**	Teacher-to-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-to-Student Ratio	Number of Students Projected	Number of Teachers		Teacher-to-Student Ratio	Number of Students Projected	Number of Teachers
Fewer Than 11 Hours Per Week	1:15	46	3.07	Fewer Than 11 Hours Per Week	1:24	30	1.25
11 or More Hours Per Week	1:12	22	1.83	11-19 Hours Per Week	1:12	11	0.92
No Hours Per Week	N/A	8	0	No Hours Per Week	N/A	35	0
Total		76	4.90	Total		76	2.17
4.90 + 2.17 = 7.07							
Total Inclusion/Resource Teacher Allocation = 8 Teachers							

Specialized Self-Contained Classroom Staff Allocation Model

Specialized self-contained classrooms 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 and Education Support (CES) classrooms, they will be allocated two (2) teachers and four (4) special education aides.

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

Board Certified Behavior Analysts (BCBAs)

Schools with at least four (4) Communication and 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 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.

Menu 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	• City Alliance Teacher Resident • Relay Teacher Resident	Special education aide positions maybe be converted to City Alliance or Relay teacher resident positions only if they remain in the specialized self-contained classroom. City Alliance 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
- 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 may 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
- 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 TLIs 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	Roles and Responsibilities
Coordinator – Special Education	• 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	• *Includes responsibilities of Coordinator, and:* • 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 special education aides
Director – Specialized Instruction	• *Includes responsibilities of Manager, and:* • 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 special education aides
TLI Teacher Leader – Special Education	Supports all teachers with specially designed instruction in both the general and special education settings

Central Support

Financial

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.

Non-Financial

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.

Points of Contact

- DSI Senior Deputy Chief – Regina Grimmett (regina.grimmett@k12.dc.gov)
- Academic Programs (Self-Contained Classrooms) – Willina Robson (willina.robson@k12.dc.gov)
- Monitoring and School Support – Sheila Grant (sheila.grant@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 – Courtney Ballard (courtney.ballard2@k12.dc.gov)
- Division of Specialized Instruction (dcps.specialed@k12.dc.gov)

Helpful Resources

- DCPS Special Education Website
- DCPS Way Special Education Resources

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 (21st CCLC). 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 (21st CCLC) 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 21st CCLC grant funds roughly 5,600 students at more than 50 Title I schools. The combined grant and local funding support programming for an average of 6,500 students annually.

OSSE awards DCPS the 21st CCLC grant for a period of 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.

Requirements

- Sufficient funds based on the number of seats designated by the Out of School Time Programming (OSTP) Team 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	Hourly wage	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 (formerly Afterschool Aides)	Required	$22/hour	1.5 hours per day[3]	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.
  - o 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.
  - o Schools must be fully staffed for the first day of afterschool programming.
  - o 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 6:00 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):** Literacy or math activity, academic/homework support, and academic enrichment, including use of Zearn or other software aligned to the school day.
- **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 21st CCLC 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 five-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.

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[3] This is a shift from 2.5 hours per day in FY24. There will be some instances of external hires that are not daytime DCPS aides or individuals with adjusted tours of duty that will still be eligible for 2.5 hours of pay per day.

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,
- The demand for additional seats based on the waitlist, and
- The 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. Seats will decrease, or additional seats can be funded, within the overall grant award.

Menu of Options

Staffing

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 21st CCLC 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

It is not recommended to hire 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 the winter and spring 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 21st CCLC 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 programming 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 & 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 Career Academy grant. Please also refer to the NAF section for relevant information.

Requirements

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 the sustainability of the program. Additionally, to access funds from the centrally managed Perkins grant, schools must maintain their specified level of Career & 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 with 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 must go through a sunsetting process to remove CTE programs which can take between 1 to 3 years to finalize.

Budgeting Recommendations/Menu 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.

Conversely, schools may use discretionary funding to budget for additional CTE teachers to staff their programs and academies if desired.

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.

Crystal Smith, Director, Career Preparedness Programs – crystal.smith4@k12.dc.gov

Helpful Resources

[DCPS CTE Website](#)

Early Childhood Education (ECE)

Purpose

DCPS' Early Childhood Education program ensures that all 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.

Requirements

Staffing (Personnel Services)

It is DCPS policy that 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 be maintained in Pre-K classrooms.
- 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. 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.

Unique Programs

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 and Education Support

The Communication and 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 ES, 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-to-Child Ratio**
PK3	3-year-olds	2:16
PK4	4-year-olds	2:20
Mixed Age	3- and 4-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	3:6

How Funds Are Allocated

Staffing Allocations

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

Student-Based Budgeting (SBB) ECE/Early Learning Center (ELC) Weight Allocation

The ECE weight is 0.3 times the base weight. This funding amount will be visible in student-based budgeting (SBB) - local allocations 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 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 ECE coaching program, provided that the coach has early childhood instructional expertise. Also, principals may hire Relay residents as ECE aides.

Non-Personnel

Using the supplemental ECE weight, schools must budget for Pre-K classroom materials, including consumable and non-consumable items such as:

- Pull-ups and wipes
- Classroom safety materials, including outlet covers and cabinet locks
- Arts supplies such as paper, paint, glue, crayons, sand, etc.
- Manipulatives
- Blocks
- Puzzles
- Age-appropriate books

- Field Trip expenses (buses, entry fees, tickets, etc...)
- Cots and mats for napping
- First aid supplies such as first aid kits, assorted bandages, ice packs, gauze pads, gloves, antibacterial hand soap etc.
- Tissues
- Disinfectant wipes
- Family-style meal items
- Replacement area rugs and furniture (please contact dcps.earlychildhood@k12.dc.gov to determine if we have excess items in storage)
- Inner Core experiences for Pre-K students

Central Support

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 tiered early childhood instructional coaching support to schools. Schools receive different levels of support, with support levels determined by the percentages of PK students who meet the at-risk criteria, CLASS scores, and the availability of expert ECE coaching at the school level.
    - Schools receiving robust supports have an assigned ECED Early Childhood instructional specialist who leads LEAP seminars, provides individual teacher coaching, and provides school leadership coaching.
    - 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 I 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 ECE classrooms (other than Montessori classrooms at Nalle ES, Langdon ES, and Capitol Hill Montessori) use Creative Curriculum, Building Blocks Math Curriculum, and Heggerty. ECED can provide Creative Curriculum, Building Blocks, and Heggerty training and materials for new PK teachers 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.

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
- DCPS Early Childhood Programming website
- DCPS Ready for Pre-K! website

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 multilingual learners and a means to acquire a language other than English for native English speakers. Please note that any DL multilingual learners whose home language is not Spanish must receive additional ESOL services.

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

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 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 grades 6-12 throughout the program.

How Funds Are Allocated

This funding allocation recognizes that students learning in a new language have specific and additional instructional needs and that 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-MLs) or Two-Way (≥30% MLs) DL Programs. Schools will receive a program grant allocation based on 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-MLs)	Two-Way Program (≥30% MLs)
$1,000/At-Risk Non-ML $500/Non-ML, including At-Risk Non-MLs (meaning At-Risk Non-MLs receive $1,000 + $500)	$1,000/At-Risk Non-ML $200/Not At-Risk Non-ML elementary $300/Not At-Risk Non-ML secondary $10,000 flat rate for At-Risk MLs

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	Coordination of administrative aspects related to Dual Language program implementation (testing coordination, community outreach, Spanish-language coaching, etc.)
TLI	Spanish-language coaching, LEAP facilitation, professional development coordination
Teacher (Spanish-speaker/bilingual)	• 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 Services 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)
- Amplify K-8
- Star Spanish Reading assessment for 3-12
- MClass Lectura Spanish Reading Assessment for K-2
- Benchmark Fonetica y Gramatica for K-2Imagine Lectura (3-5) and Imagine Espanol (K-5) Digital Spanish Reading and Language Interventions

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 grades 1-5, 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 ML-specific funding questions, see the Multilingual Learners point 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.

Requirements

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

- Every school is required to staff according to the breakdown below. Minimum requirements are contingent upon building size and enrollment.
- Every school is required to have a Custodial Foreperson (SW).
- Only RW-5 or SW Custodial Forepersons 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

Custodial Staffing

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 Foreperson (SW)
1 RW-5
- Base allocation of 1 RW-3 (high schools receive 2)   - Allocation of 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)

Elementary Schools	Middle Schools and Education Campuses	High Schools

1 more if over 300 students 2 more if over 500 students 3 more if over 1,000 students	1 more if over 300 students 2 more if over 500 students 3 more if over 1,000 students	2 more if over 500 students 3 more if over 1,000 students 4 more if over 1,500 students

Custodial Overtime

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 a 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.

Custodial Supplies

Schools are allocated custodial supplies at a base rate of $2,640.20 (a 3.7% inflation increase from FY24) with an additional amount added 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. The typical costs for custodial supplies based on school enrollment are outlined below:

School Size	Cost of Supplies
Under 300 Students	$7,000-$9,000
300 – 500 students	$8,000-$14,000
500 – 800 students	$11,000-$18,000
800 – 1500+ students	$15,000-$30,000

Menu of Options

Principals should ensure that they:

- Meet the mandatory minimum requirement of custodial staff per building and enrollment.
- Remain at or higher than the number of staffing from the previous year or have a justification for reduction of 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 Foreperson, please reach out to your Strategic Staffing Coordinator to determine the 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 (Foreperson)	• 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 and Warehouse Logistics teams do not purchase custodial equipment. Principals should work closely with their Custodial Foreperson and DSL/MSL (if applicable) to prepare for custodial equipment needs.

Central Support

Non-Financial

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 FY24 will meet the schools' needs. Principals should work closely with their Custodial Foreperson 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

- **Day-to-Day Operations:**
    - Sydney Moreau, Manager, SSO – sydney.moreau@k12.dc.gov
- **TSHO Selection:**
    - Charlena Murray, Division Specialist, SSOs – charlena.murray@k12.dc.gov
- Dedra Adams-Johnson, Director, SSO – dedra.adams-Johnson@k12.dc.gov
- Lisa Putman, Deputy Chief, SSO & Warehouse Logistics – 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), Bianca Bennett (Manager, Global Education), and their Instructional Superintendent.

How Funds Are Allocated

Global Studies Schools are required to allocate funds for one Global Studies Coordinator role and non-personnel services (NPS) to support the program. Principals can budget for positions and non-personnel items using discretionary dollars.

Non-Personnel Services (NPS) Budget Allocations

Schools will receive an allocation line item "Global Studies NPS." Funds may be budgeted by the school in support of their Global Studies program based on the chart below. Schools will submit their NPS spend plan via petitions.

Global Studies Budget Item	Guidance
Global Studies curricular materials/supplies	Budget based on the needs of individual schools
Global Studies PD	Budget based on the needs of individual schools

Global Education Benchmarking Group (GEBG) School Fee (Provides member benefits including access to professional development, resources, and Global Schools network)	All schools must budget $100 in membership fees

Requirements

Staffing requirements for SY24-25 by program and school are as follows:

Program	Elementary School	Middle School	High School
School	H.D. Cooke ES	MacFarland MS	Roosevelt HS
Coordinator Requirement	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

Menu of Options

In limited situations, schools may request to reallocate Coordinator position funds, for roles such as a Global Studies elective teacher or World Language teacher. However, schools must meet the following criteria before requesting this option:

- A strong full-school model for Global Studies must already be in place.
- Schools must have a concrete plan for how their staffing will promote a full-school model of Global Studies.
- Schools must account for a Global Studies coordination point person.
- The plan for repurposing the allocation and the Global Studies coordination point person must be communicated to Kirsten Hagen (see contact information below).

By following these guidelines, schools can effectively allocate their budgets towards Global Studies programming and reinforce their commitment to a full-school model.

Central Support

Financial

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 Services also manages the procurement of GEBG memberships.

Non-Financial

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

Points of Contact

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

How Funds Are Allocated

Schools that received the Safe & Positive Schools allocation in FY24 will receive 75% of that allocation in FY25 as DCPS begins to step down the program.

Schools Receiving Safe & Positive Schools Allocation in FY25				
Anacostia HS	Ballou HS	Brookland MS	Cardozo EC	Columbia Heights EC
Dunbar HS	Eastern HS	Eliot-Hine MS	Hardy MS	Hart MS
Jefferson MS	Kramer MS	MacFarland MS	Phelps ACE HS	Roosevelt HS

Sousa MS	Stuart-Hobson MS	Jackson-Reed HS		

Requirements

Schools are required to apply this funding in support of a safe and positive school environment. They will submit their spend plan for this funding via petitions.

Point of Contact

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

Level 3 Flexibility Allocations

Student-Based Funding

Schools receive a base weight amount of funding for each student along with additional funds to support students with greater needs.

All student-based funds are fully flexible. That being said, schools that serve special student populations are encouraged to use additional dollars to support services for Multilingual Learners (ML), Special Education (SPED), Pre-K, and At-Risk students.

For more information on student-based funding, please see the [DCPS budget website](#).

Specialty Payments

These funds are provided to select schools as fully flexible funds. The exceptions to this are Bard Early College HS and Coolidge HS, for which the specialty payments are locked and support partnerships with Bard College and Trinity Washington University, respectively.

Schools Receiving Specialty Payments in FY25			
Bard Early College HS	Benjamin Banneker HS	Brookland MS	Coolidge HS
Ellington School of the Arts	McKinley Technology HS	School Without Walls HS	

School Office Support

Each school is provided $74,890 in flexible office support funding that can go towards obtaining front-office staff or non-personnel services.

NPS Total Allocation (including Administrative Premium/Overtime)

How Funds Are Allocated

The FY24 per-pupil amount was based on historical spending data, across the different school types. The FY25 per-pupil NPS allocation is a 3.7% increase compared to the FY24 NPS allocation to account for inflation. Projected enrollment was multiplied by the per-pupil amount to calculate the allocation. Below are the FY25 per-pupil amounts by school type:

- Elementary Schools & Early Learning Centers: $361/student
- K-8 Education Campuses: $367/student
- Middle Schools: $380/student
- High Schools (including Secondary Education Campuses and Alternative High Schools): $660/student
- Special Education Campuses: $2,398/student

Budgeting Guidance

Schools should note that portions of their NPS allocations are pre-budgeted for the Library MOU and for administrative premium/overtime pay. All remaining NPS allocated funds are flexible and should be budgeted according to the NPS budgeting guidance.

- Library MOU Funding: In FY25, the library programming allocation to fund the DC Public Library MOU and district wide electronic library resources is included in the NPS Total Allocation. Every school's specific amount ($21.66 per student) has been locked at a level 1 flexibility.

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

Program Guidance

Overtime

For non-WTU 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

Administrative premium pay is negotiated compensation for WTU and CSO members per the new CBA. "Teacher" will be defined as any ET-15 (including ET-15/10, ET-15/11, and ET-15/12) or EG-9 member of the WTU. No other employee or non-employee of DCPS is eligible for administrative premium. The rate for administrative premium is $60/hour.

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.

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 Services Team

- **Additional School Time Programs:** Administrative premium pay is allowable for teachers working in 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 Team point of contact to understand appropriate usage and spending of funds as well as balance availability. If a school in unsure of their point of contact, they should email dcps.schoolfunding@k12.dc.gov.

Helpful Resources

Additional Compensation Procedures

At-Risk

For FY25, eligible schools 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 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. 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 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 FY25, this per-pupil dollar amount is $4,400 per student. This per-pupil amount is 30% of the UPSFF foundation level.

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 $1,027 per student over the 40% threshold. Schools with more than 70% At-Risk students receive an additional $1,027 for all the students over the 70% threshold. The per-pupil amount for both the 40% and 70% weights is 7% of the UPSFF foundation level. This is a 2% increase over FY24, consistent with the increased At-Risk Concentration weight allocated by DC Council in Summer 2023.

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.

UPSFF 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 supplement 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 supplies.

Concentration Weight

DCPS provides a local allocation of At-Risk concentration dollars to schools whose At-Risk concentrations are greater than 40%. This is separate from the funding provided through the UPSFF student weights that is required by law. Please see the "How Schools Are Funded" section of the DCPS budget website for more information.

Title I – Schoolwide

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 are 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.

Schools with eligibility percentages of 40% and above will operate as Schoolwide programs. For schools with eligibility percentages of 35 to 39.99%, the Monitoring and Program Support Team will work with each school to determine which Title I program model (Targeted Assistance or Schoolwide) they would like to operate under. 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.

How Funds Are Allocated

In addition to Title I – Parent & Family Engagement funds, Title I schools receive Title I – Instructional funds and Title II – Professional Development funds.

- For Title I schools, Title I – Instructional and Title II – Professional Development funds are combined into a flexible allocation called "Title I – Schoolwide Funds."
  - o Title I – Instructional funds are allocated based on schools' eligibility percentages (the Identified Student Percentage multiplied by 1.6, as determined by the United States Department of Agriculture).
  - o Title II – Professional Development funds are allocated to schools on a per-pupil basis. For Title I schools, these funds are combined with Title I – Instructional funds because they are small and because doing so increases the flexibility of these schools to use Title I and II funds.
- Non-Title I schools receive neither Title I – Parent & Family Engagement funds nor Title I – Instructional funds. They do receive Title II – Professional Development funds, but this allocation is not flexible for these schools and must go towards professional development.

Budgeting Recommendations/Requirements

Title I – Schoolwide funds should be used to 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 Music, Art, World Languages, Science, Social Studies, Environmental Education, Computer Science, and Civics
- Paying administrative premium to teachers supporting before- or after-school tutorial programs
- Purchasing educational software and equipment to support and enhance classroom instruction
- Developing Reading and Math intervention programs that target academically at-risk students

- Supporting 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 schools' Title I – Parent & Family Engagement allocations

Other allowable uses

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

Non-allowable uses

- Supporting catering services that are not explicitly and directly tied to its Title I program
- Funding field trips to amusement or water parks (e.g., Six Flags) and paraphernalia (e.g., t-shirts, iPads, promotional items/swag, etc.)
- Supplanting funds from the required school budget

Points of Contact

- Charmian Makell, Director, Grant Administration – charmian.makell@k12.dc.gov
- Yiesha Thompson, Director, Monitoring and Program Support – yiesha.thompson@k12.dc.gov

Safety Net Supplement

Schools may receive a safety net supplement to ensure that they can afford a baseline of general education services with their student-based funds. The calculated cost of these baseline services will vary from school to school depending on school type and projected enrollment. If a school's student-based funds do not generate enough funding to budget for each component of its safety net, it will receive an allocation of safety net supplement dollars. Schools are not required to budget for the specific items listed in the safety net, however, as these dollars are a fully flexible level 3 allocation. For more information about the safety net, please visit the DCPS budget website.

Stabilization

In FY25, stabilization ensures that schools' initial allocations are no less than 95% of their FY24 submitted budgets (including any additional funding allocated by DC Council, such as the additional At-Risk Concentration funding and Schools First in Budgeting). If a school's DCPS model formula allocation is less than 95% of its FY24 submitted budget, it receives a fully flexible level 3 allocation of stabilization dollars. This funding is added to their budget to bring their total allocation to the appropriate 95% level.

Required Programming

Core Content

Purpose

Core content teachers play an integral role in ensuring that every school helps 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 Languages
- Dual Language

Requirements

School staffing plans must ensure that school leaders can meet the scheduling guidelines. Updated scheduling guidance for SY24-25 will be shared with schools soon. For questions, email shyra.gregory@k12.dc.gov.

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

Central Support

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, Senior Deputy Chief, Content and Curriculum – alison.williams@k12.dc.gov
- Jennifer Burkett, Senior Director, STEM – jennifer.burkett@k12.dc.gov
- Anthony Hiller, Senior Director, Literacy and Humanities – anthony.hiller@k12.dc.gov
- Laura Sanzone, Director, Elementary ELA and Social Studies – laura.sanzone@k12.dc.gov
- Kaila Ramsey, Director, Elementary Math and Science – kaila.ramsey@k12.dc.gov
- James Rountree, Director, Secondary Science – james.rountree@k12.dc.gov
- Abby Welsheimer, Director, Secondary ELA – abby.welsheimer@k12.dc.gov
- Kourtney Miller, Director, Secondary Math – kourtney.miller@k12.dc.gov
- Raymond Hamilton, Director, Secondary Social Studies – raymond.hamilton@k12.dc.gov
- 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 SY24-25 via the LEAP Design Tool (more information and a link to the tool will be provided to principals by the Central Services 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 anew with a different team and/or LEAP leadership structure. Please refer to the LEAP Design Guide for complete LEAP design guidance.

Requirements

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 ESOL teachers.
  - Please refer to the [LEAP Design Guide](#) for specific guidance regarding Special Education and ESOL 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% 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 Services, 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 ESOL 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% 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.

Staffing Recommendations

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	Percentage of 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.

Menu 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

Please refer to the LEAP Design Guide for scheduling and release time guidance, as well as sample schedules.

Central Support

Financial

To recognize the expanded role 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 SY24-25 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.

Arts & Music

Purpose

Arts education in DC Public Schools cultivates each student's ability to create and empowers them to use their voice with courage. The Arts develop 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 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.

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 School (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 a school offers.
- All students must take at least one semester of any type of Arts course (Music, Visual Arts, or Performing Arts) in both grades 7 and 8. Students in grades 7 and 8 self-select the Arts pathway that 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 Visual Arts courses count toward the required 0.5 of Art credit.
- OSSE requires 0.5 credit of Music to graduate.
  - All Music courses count toward the required 0.5 of Music graduation credit.
- Schools are required to offer course options for students to fulfill their Visual Art and Music requirements, 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 Pathway
  - 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. To promote collaborative budget planning, it is encouraged that schools work closely with the Art and Music teachers in allocating and managing these funds. Additionally, a planning sheet has been provided for teachers and schools to utilize to facilitate organized budgeting discussions and decisions.

Budgeting Recommendations

Personnel

- Schools receive discretionary funds and will budget for their Art and Music 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 to 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.
- 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 to do so 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
Less than 400 students	1 teacher	1 teacher	0.5 teacher

Between 400 and 599 students	• Elementary: 1.5 teachers • Secondary: 2 teachers	• Elementary: 1.5 teachers • Secondary: 2 teachers (one Choral and one Instrumental)	1 teacher
Greater than or equal to 600 students	• Elementary: 2 teachers • Secondary: 3 teachers	• Elementary: 2 teachers (one Choral and one Instrumental) • Secondary: 3 teachers (one Choral and one 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. Recommendations for budgeting NPS are shown below for each Art and Music teacher:

School Type	Per-Pupil Spending
Elementary School (ES)	$10 (minimum total of $2,000)
Middle School (MS)	$10 (minimum total of $3,000)
High School (HS)	$15 (minimum total of $4,000)

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.
- Supporting the community in Performing 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

Financial

- All schools have access to apply for 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, and receive PLUs for session times.
- 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

- o SmArtMusic
- o Soundtrap

- 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 & Performing Arts Manager – robert.battle@k12.dc.gov
- Yan Colón, Music Manager – yan.colon@k12.dc.gov

Helpful Resources

- DCPS Arts Website
- Arts Portal on Canvas
- Academic and Creative Empowerment Planning

World Languages

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.

Requirements (by School Type)

- Elementary schools (optional):
  - 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 schools (required):
  - Required: Students must have the opportunity to study a World Language.
  - 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 schools (required):
  - To receive a diploma, 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 (required):
  - 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	Number 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

Menu 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 a 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 (e.g., 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/digital resources for K-12 programs (reach out 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
- Maureen Wrightson, WL Specialist – maureen.wrightson@k12.dc.gov

- DCPS World Languages Inbox – dcpsworldlang@k12.dc.gov

Helpful Resources

To learn more about our program and curricular resources, visit the World Language Canvas page.

Health & Physical Education

Purpose

Health & 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 HPE.

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 healthy lifestyle.

Healthy Schools Act Definitions

- "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.

Requirements

- 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
- Grades 6-8 Physical Education
  - Requirement of 135 minutes/week, goal of 225 minutes/week
- Grades 9-12 Health Education & Physical Education
  - Requirement of 1.5 Carnegie units for graduation
  - One full credit of Physical Education: PE1/PE2 and 0.5 credits of Health: P26 are required for graduation per DCMR (District of Columbia Municipal Regulations).

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

Restrictions

- HPE must be taught by a licensed and certified teacher.
- HPE cannot be withheld as punishment or for remediation/intervention needs, per DC Code.
- Recess, dance, JROTC, sports, 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.

Budgeting Recommendations

Non-Personnel

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 the per-pupil amount.

Grade	Per-Pupil Amount
K-5	$5
6-8	$10
9-12	$15

Personnel

Grades K-5 – Personnel Recommendations

School Enrollment for Grades K-5	Number 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

School Enrollment for Grades 6-8	Number of FTE for HPE
Up to 150	1
151-300	2
301-450	3
451-600	4
601-750	5
751-900	6
901-1,050	7
1,051-1,200	8
1,201-1,350	9
1,351-1,500	10
1,501-1,650	11
1,651-1,800	12

Menu of Options and Best Practices (by School Type)

- Best practices:
  - Dually-certified HPE teacher with degree in Physical Education
- Elementary sample schedules/recommendations

- o Prioritize teaching positions. Please do not remove your Art, Music, or World Language teacher to add a HPE teacher. The district values equity and aims to help develop the whole child through a broad, rich, and engaging curriculum.
      - o 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.
      - o Health (instruction aligned to Health standards) can be taught in elementary grades by the classroom teacher and can count towards the 75-minute requirement.
      - o 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 in a large hallway.
          - ▪ Sample Schedules
- Middle school/EC recommendations
    - o Schools can assign teachers to a grade level to reduce content/equipment changes.
    - o Schedule planning periods or changeover window to accommodate changes between ES and MS content (EC recommendation).
- High school recommendations
    - o Certified Physical Education teachers with a Red Cross Certified Water Safety Instructor endorsement should only be scheduled for swim classes.
    - o Physical Education in high school should be focused on fitness and lifetime sports.
    - o Best practice: Health-certified teachers should be dedicated to only health instruction.

Central Support

Non-Financial

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.

Points of Contact

- Miriam Kenyon, Director, Health & PE – miriam.kenyon@k12.dc.gov
- Michael Posey, Manager, Health & PE – michael.posey@k12.dc.gov
- Marierose Mbinack, Manager, Health & PE – marierose.mbinack@k12.dc.gov
- Erin Lumpkins, Manager, Health & HOPE Model – erin.lumpkins2@k12.dc.gov
- Joshua Ledbetter, Specialist, Logistics Health & PE – joshua.ledbetter@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.

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.

Requirements

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

Comprehensive and Application High School Athletic & Activities Coordinator

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 & 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
0.5 Coordinator	8 athletic teams or less
1 Coordinator	9 athletic teams or greater

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.

Middle and Elementary School Athletic Coordinator

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.

Role of the Athletics & Activities Coordinator

At DCPS high schools, the Athletics & Activities Coordinator is a full-time position. Successful, robust athletic programs are guided by Athletics & 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
- Confirm student-athlete eligibility
- Manage coach certification and coach pay
- Manage team rosters in the Athletics tracking system
- Prep and set up 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
- Manage consolidation of contest gate receipts
- Determine scheduling and formulate 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 & Activities Coordinator, 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 being turned in, forfeits and team collapses occurring, and student-athletes and coaches suffering 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.

Central Support

Financial

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 Services 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

- DCIAA Handbook: The DCIAA is an athletic conference governed by the rules in our handbook. Please read the 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

Attendance

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

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.

Menu of Options/Budgeting Recommendations

High Schools

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

- o 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
  - o Clerk, Administrative Assistant, or Business Manager
  - o 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

Medium Attendance Needs

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
  - o Clerk, Administrative 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

Low Attendance Needs

If your school is within these thresholds, the following roles and responsibilities are strongly 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)
  - o 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 Support

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. To ensure all DCPS students have equitable access to technology, DCPS Central Services will continue to provide primary student and teacher (WTU member) laptops centrally through the Empowered Learners initiative (ELi). It is the school's responsibility to maintain an updated inventory and to ensure they receive sufficient devices to maintain the ELi ratios on campus. Students in grades PK-2 must be granted access to a shared, in-lifecycle device at a 3:1 student-to-device ratio, while students in grades 3-12 must be provided a dedicated device (1:1 ratio). Schools will continue to be responsible for the replacement of out-of-lifecycle secondary and shared student devices (e.g., devices in computer labs, libraries, media centers, etc.) and any non-WTU administrative 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-WTU member/admin staff devices not provided centrally.
- Out-of-lifecycle shared or secondary student devices in computer labs, libraries, and media centers.
- Additional accessories and 'consumable' supplies not provided centrally such as PARCC assessment headsets, desktop printer ink/toner, etc.

Technology Purchasing Guidance

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

Student Computers

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 centrally distributed a 1:1 ratio of devices in grades 3-12, and 3:1 ratio in grades PK-2. Schools must consider requirements for any additional student device needs for shared spaces, such as in computer labs, MAC labs, eSport devices, library/media center devices. Purchasing these devices remains 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 the approved devices list in the Technology Purchasing Guide.

Smartboard Deployments

As part of the district's multi-year approach to refreshing classroom interactive boards in all schools, DCPS Central Services will continue the deployment of classroom interactive boards in select schools in FY25. The IT team has shared that the following schools will be outfitted with new boards as part of school modernizations and/or Phase IV of the Interactive Board Deployment Plan.

- For schools slated to be in Phase IV: To learn more about the number of Smartboards your school will receive, please contact lashaunda.carter@k12.dc.gov.
- For schools not part of Phase IV: To learn more about which phase your school was or is in, please contact lashaunda.carter@k12.dc.gov.

SY24-25 Interactive Board Deployment Plan		
Bancroft ES	Boone ES	Browne EC
Coolidge HS	Dorothy Height ES	Garfield ES
Houston ES	Maury ES	Murch ES
SWW @ Francis-Stevens	Whitlock ES	

Teacher Computers

For SY23-24, DCPS purchased and deployed WTU member laptop devices centrally. DCPS will continue to purchase laptops for WTU member for SY2024-25 to replace out-of-lifecycle 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 WTU members including 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.

Administrative (Non-Teacher) Computers

DCPS recommends replacement of each administrative staff member's computer every four years. Schools must replace all out of life cycle devices. The OCTO support team will only support in-life cycle devices and will not provide support to outdated and out-of-life cycle devices. 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 list in the Technology Purchasing Guide found at http://dcps.tech/purchasing/. The guide includes instructions on how to purchase devices.

Supplies to Support Technology

These items could include laptop power cords, laptop batteries, and bulbs for existing interactive boards.

Point of Contact

DCPS Asset Administration team – assetadmin@k12.dc.gov

Frequently Asked Questions

- **Will DCPS Central Services continue to purchase student and teacher devices?** Yes, DCPS Central Services 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 2024.
- **What student device will DCPS be purchasing?** In SY22-23, DCPS began deploying Lenovo 13W Yoga laptops for grades 1-8 and Apple iPad for PK -K grades. Students who take part in the Career Technology Education program will be provided with a high-powered Lenovo 13W Yoga 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 to 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.
- **What device will DCPS purchase for teachers?** DCPS will continue to purchase the Dell 7340 and 7440 as our standard teacher device.
- **When will student and teacher devices arrive?** DCPS is leveraging funds available in FY24 to procure devices. We aim to have devices arrive in schools before school year 24-25 starts but this will depend on completion of the procurement process and availability of device inventory from suppliers. We will share a more specific timeline once the procurement process is complete.

ANet

IMPORTANT NOTE: The use of ANet for secondary schools is currently under review and deliberation. We will share an update around a final decision regarding the use of ANet for secondary schools as soon as possible.

If you are a secondary school leader, please complete this survey to share your thoughts about ANet.

Purpose

In SY23-24, all schools were provided with ANet interim assessments in ELA for students in Grades 3-10 and Math for Grades 3-5. Any school wishing to purchase ANet coaching for SY24-25, including current partnership schools, can contact the Director of Assessment and Intervention, Lola Odukoya (lola.odukoya@k12.dc.gov), to discuss.

Assessment and Implementation Provided to Schools	Cost
English Language Arts Interim Assessments with implementation support • 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.)	**No cost to schools**
Math Interim Assessments with implementation support • Online math interim assessments and data reporting (with logistics support) for Grades 3-5 • MyANet instructional planning tools (e.g. schedule of assessed standards, resource hub, item analysis guides, ANet Quiz Tool, etc.)	**No cost to schools**

Budgeting Guidance

Schools can budget for additional ANet support with contract dollars.

Point of Contact

Lola Odukoya, Director of Assessment and Intervention – 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 has developed a [SY24-25 (FY25) 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 10/1/2024, use FY25 Advance Funds or current FY24 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 10/1/2024 or later CANNOT use advance funds.

Points of Contact

- Jason Moore, Manager, Elementary Assessments & Interventions – jason.moore3@k12.dc.gov
- Kaila Ramsey Garza, Director, Elementary Math & Science – kaila.ramsey@k12.dc.gov
- Laura Sanzone, Director, Elementary ELA and Social Studies – laura.sanzone@k12.dc.gov
- Mawuena De-Souza, Manager, Secondary Assessments & Interventions – mawuena.de-souza@k12.dc.gov
- Kourtney Miller, Director, Secondary Math – kourtney.miller@k12.dc.gov
- Abby Welsheimer, Director, Secondary ELA – abby.welsheimer@k12.dc.gov
- James Rountree, Director, Secondary Science – james.rountree@k12.dc.gov
- Raymond Hamilton, Director, Secondary Social Studies – raymond.hamilton@k12.dc.gov
- Kate Burkett, Director, Language Learning – kate.burkett@k12.dc.gov

School Partnerships

Purpose

DCPS defines a **partner** as an organization or group that is committed to work with DCPS to make a 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 school program providers (external organizations that provide student-facing programming 3+ times/year) **must** register in the DCPS Partnerships Database. The DCPS partnerships website outlines all of the steps to register, as well as all other partnership requirements (including the DCPS clearance process and building use agreements).
- Mental health and health care providers must be vetted and approved separately before programming can begin. **Mental health** providers should register here for vetting and approval by the mental health team. Schools should contact the health services team (healthservices.dcps@k12.dc.gov) with questions about health partnerships (e.g., mobile eye clinics).
- Only the Chancellor or his designated deputy has the authority to sign a legal Memorandum of Agreement (MOA). If a partner asks school staff/leaders to sign any type of legal document, please refer the organization to the DCPS Partnerships Team (dcps.partnerships@k12.dc.gov).
- For partners that charge a fee, a valid purchase order must be in place before programming can begin. Partners cannot be paid for services rendered before a purchase order is in place.

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 budgeted $40,000 – $130,000 for City Year in contractual services from their school budget. The amount budgeted is associated with the number of corps members agreed upon with City Year. For specific inquiries on cost, reach out to michael.lamb@k12.dc.gov. **Schools should advance funds for services to come in August and September 2025 to ensure readiness to continue the partnership at the start of SY2025-26.**

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 budget the cost-share for CIS in "Professional Services" (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 is 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 budget funds for Literacy Lab in contractual services from their school budgets. Returning school partners typically budget $15,000 (or approximately $7,500/tutor) 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 2024.** Please reach out to Jason Moore (jason.moore3@k12.dc.gov) to determine if the advancement scenario 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 budget funds for Reading Partners in contractual services from their school budgets.* School partners typically allocate $20,000 towards the amount to cover their Reading Partners' fee for service which is a flat rate. **Schools should not advance a portion of their funding for services in August and September 2024.**

SAGA 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 budget $55,000 in contractual services from their school budget. Schools should not advance funds for August or September 2024.** Price may be subject to change. If you are interested in forming a new partnership with SAGA, please reach out to Dr. Kourtney Miller (kourtney.miller@k12.dc.gov) to confirm capacity.

Transcend has been supporting DCPS elementary schools for the past five years to implement the [Whole Child Model](#) that was first launched at Van Ness ES. Transcend currently supports four cohorts of schools, with the most recent cohort starting in SY23-24. DCPS and Transcend are not anticipating adding new schools in SY24-25, however current schools should work directly with their Transcend coach to identify needs and specific budget estimates for support in SY24-25. Please reach out to Mike Lamb (michael.lamb@k12.dc.gov) with any questions.

Additional Tutoring Partners. Schools may choose to work with additional (not centrally managed or funded) tutoring partners using school-based funds. A list of recommended tutoring partners can be found in the [OTL Curriculum & Assessment Resources & Recommended Programs & Partners for School Purchase document](#).

Note on DCPS Operated Afterschool Programs: 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 programing with partners using flexible funding.

Additionally, if a school is considering engaging with a partner to provide "full-time" afterschool programming (Mon-Fri, 3:30-6:00pm) as a supplement to the OSTP 21st CCLC 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 partnership. The added partnership may have an impact on DCPS's ability to meet the obligations of our 21st CCLC grant.

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 Services team supporting the work. If the school and/or Central Services team intends to pay the partner, they must budget funds in contractual services and have a valid purchase order in place 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.[4]
- **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

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[4] Pending approval

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 Services is not able to fill funding gaps to ensure continued services.

- o Ask the partner to confirm that all necessary funding is secured to cover the full scope of partnership for the upcoming year.
- o 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.
- o 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.
- o If this situation arises with a partner, schools are encouraged to contact the DCPS Partnerships Team for guidance at dcps.partnerships@k12.dc.gov.
- **Partner-paid stipends to teachers:** If a partner pays teachers a stipend for work conducted during their regular tour of duty, the stipend must go through DCPS' donations process. Please reach out to dcps.partnerships@k12.dc.gov for guidance on next steps.

Points of Contact

- 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: Dr. Kourtney Miller, Director, Secondary Math – kourtney.miller@k12.dc.gov
- For additional tutoring partners: Jennifer Rosenbaum, Deputy Chief, Schools – jennifer.rosenbaum@k12.dc.gov

Helpful Resources

- DCPS Partnerships Website
- DCPS Partnerships Database (View your school's profile! Search for new partners!)
- DCPS School Partnership Toolkit

Social Emotional Learning (SEL)

Purpose

The Science of Learning and Development tells us that the context in schools, including the environment, relationships, and 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; 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, and 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 of Students: Schools are recommended to have 1.0 Dean of Students for populations of 200 students.
- Supporting Dean/Behavior Techs: Schools are recommended to have a Behavior Technician and/or another Dean of Students for each additional 200 students.
  - o 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.
  - o 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	Primary Role	Can Support With
Dean of Students	1 per 200 students	Establish and facilitate school norms and policies focused on creating a safe and positive climate and culture Are knowledgeable and well versed in Chapter 25 and Student Fair Access to School Act of 2018	Direct work with students Collaborate with school-based teams to support classroom teachers, parents and students understand the discipline code and its outcomes
Behavior Technician	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.

Menu 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 of Students	Behavior Technician/ISS Coordinator
Establish and facilitate school norms, positive school culture	Dean of Students	Behavior Technician/ISS Coordinator
Implement Restorative Practices	Restorative Justice Coordinator	Dean/Behavior Technician in SEL Support Room
De-escalate a student in crisis	Dean of Students	Behavior Technician
Participate in trainings for best practice interventions on behavioral engagement in learning and coordinate professional development opportunities for the school-based RJ Team	Dean of Students	Behavior Technician 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 of Students	Behavior Technician
Work with students in SEL Support 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)
- DCPS Becoming Core Practices
- Student Behavior Tracker (SBT)
- Bullying Prevention

Point of Contact

Shelley Anderson, Director of Supportive Learning Environments – shelley.anderson@k12.dc.gov

Helpful Resources

- Bullying Prevention
- Student Fair Access to Schools Act
- DCPS Becoming School and Classroom Practices Tool 23-24

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 a Pathways Coordinator or other staff member to maintain duties of Pathways Programming.

Budgeting Recommendations/Menu 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 initiatives and programming that support off-track or at-risk students.

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

Pathways Coordinator Supports and Responsibilities
Manages caseload of off-track or at-risk students to monitor and improve outcomes
Creates strengths-based intervention plans for students on caseload
Serves as Twilight Coordinator and/or Credit Recovery Coordinator or otherwise oversee recovery programming
Works with student support team(s) at school to support intervention efforts around attendance, behavior, and academics
Monitors 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
Monitors adjusted cohort graduation rate report
Develops school-wide strategies to support all students who are off track
Meets with students individually and in small groups to support goals
Connects students with resources

Central Support

Financial

Pathways Coordinators are provided with a request form and may request limited funding from the Central Services POC to support approved programmatic activities at their school.

Non-Financial

- Monthly professional development meetings for Pathways Coordinators along with professional development opportunities created by other Central Services 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.

Point of Contact

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

College & Career Coordinator Initiative

Purpose

The College & Career Coordinator (CCC) Initiative provides proactive, targeted, coordinated college and career guidance and resources for 9th-12th graders to ensure every student develops a college or career plan, and that each student receives targeted supports and opportunities for them to achieve that plan.

College & Career Coordinators work with grades 9-12 to support post-secondary planning, coordinate college and career exposure events, and deliver tailored support to seniors based on their individualized post-secondary plan. They also work across departments within the schools to streamline efforts, coordinate services among school-based teams, and manage the school year and summer internship process for eligible students.

How Funds Are Allocated

High schools no longer receive a direct allocation for a College & Career Coordinator. Principals may use discretionary funding to budget for a College & Career Coordinator or other staff member to maintain duties of the College & Career Coordinator and student-specific postsecondary planning efforts.

Budgeting Recommendations/Menus of Options

College & Career Coordinator positions are full-time roles that should not be combined with other positions at the school. The College & Career Coordinator is a dedicated staff member charged with ensuring all students complete individualized postsecondary plans, support with college planning (e.g., FAFSA completion, college application assistance), and career readiness (e.g., internships, apprenticeship applications, resume building, etc.), and postsecondary pathway exposure through presentations and events. An example of core roles and responsibilities is below.

College & Career Coordinator Supports and Responsibilities
Conducts 1:1 meetings with potential graduates to discuss recommended postsecondary pathways
Collaborates with school-based teams to provide post-secondary planning support
Monitors post-secondary plan completion for grades 9-12
Creates a College & Career Advising team, including staff and support organizations, to identify the services and support currently being provided and develops a strategic plan for the school
Hosts workshops for families to increase FAFSA completion and provide 1:1 support as needed
Supports Career Bridge students in completing requirements and enrolling in programming
Expands the Smart College initiative to ensure students apply and are accepted to college
Ensures effective implementation of college and career tools and programming (e.g., SAT test prep, Naviance) to support college and career exploration, preparation, and planning
Manages services to prepare students for school year and summer internships
Presents and publicizes the DCPS Guide to Graduation, Career, and College
Coordinates college and career exposure opportunities for students
Manages senior exit surveys to monitor EOY student outcomes and better inform practices

Central Support

Financial

College & Career Coordinators may request limited funding from the Central Services POC to support approved programmatic activities at their school.

Non-Financial

- Monthly professional development meetings for College & Career Coordinators along with professional development opportunities created by other Central Services teams (e.g., Counseling, Graduation, College Prep, etc.)
- Data and guidance to help College & Career Coordinators identify and monitor their student population and overall school performance on key metrics.

Point of Contact

Damali Stewart, Manager – Postsecondary Planning, Student Engagement Division, Office of SEAD Strategy – damali.stewart@k12.dc.gov

High Impact Tutoring (HIT)

Purpose

The High Impact Tutoring (HIT) Manager supports the implementation and expansion of High Impact Tutoring (HIT) within the school. The Manager coordinates with school leadership, school staff, and

tutoring providers to support tutoring scheduling, data analysis and progress monitoring, and continuous improvement. They provide administrative support for tutoring programs and work directly with students. Ultimately, the Manager plays a critical role in a school's implementation of HIT – a pillar of the district's strategy for learning acceleration and an evidence-based Tier 3 intervention.

How Funds Are Allocated

Comprehensive Support and Improvement (CSI) schools no longer receive central funding for a HIT Manager. Principals may use discretionary funding to budget for the position. If there is not an option to budget for this position, please reach out to the School Finance Team to have it added as an option.

Budgeting Recommendations/Menus of Options

HIT Manager positions are full-time roles that should not be combined with other positions at the school. The HIT Manager is a dedicated staff member charged with developing and implementing the school's HIT program in alignment with research-backed guidelines; this can include designing HIT schedules, identifying and evaluating HIT curriculum, identifying and cultivating partnerships with external providers, providing training and support to school staff and partners, and engaging in ongoing data analysis to effectively support students.

An example of core roles and responsibilities is below.

High Impact Tutoring Manager Supports and Responsibilities
Comprehensively manage and lead the successful implementation and expansion of school-based High-Impact Tutoring (HIT), including actively participating on relevant school teams.
With school leadership and administrative staff, manage partnerships with school's community-based organization (CBO) tutoring provider partners, and/or teachers or volunteers providing tutoring, including providing coaching and feedback to improve HIT implementation fidelity and quality.
Develop and implement a strategy for student referral to and engagement with HIT, working with teachers, provider staff, and MTSS teams to identify students who would benefit from HIT, and supporting student participation in tutoring, including understanding and addressing barriers to access for individuals and within the school.
Lead data collection on HIT programming in the school, working with school-based and/or CBO staff to maintain up-to-date HIT rosters, attendance data, and support plans for students referred to HIT. Support the strategic use of this data in school-wide MTSS systems and progress monitoring cycles, and lead progress monitoring cycles for students participating in HIT.
Manage the administration of school-based HIT programming, including developing and maintaining a HIT schedule, and managing and coordinating space and materials for tutoring.
Lead continuous improvement and evaluation of HIT an evidence-based strategy for academic support and acceleration, including informing changes to HIT program design and implementation during the school year and for future school years.
Develop and put into place systems and processes for school-based HIT strategy and implementation. Manage training for tutors to ensure alignment with school vision, policies, and instructional approach.
Provide a limited amount of tutoring support to a subset of students to inform the development and refinement of school-wide tutoring strategy.

Central Support

Information about central support for the HIT Manager position is forthcoming.

Point of Contact

Jennifer Rosenbaum, Deputy Chief of Schools – jennifer.rosenbaum@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 FY25, 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.

Program Implementation

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.

Menu 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.

Point of Contact

Felicia Messina-D'Haiti, Manager, Academic Enrichment Programs – felicia.messina-dhaiti@k12.dc.gov

Helpful Resources

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

Flamboyan

Purpose

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

- Relationship-Building: Teachers and families form trusting relationships through home/community visits. 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 Flamboyan's online database. If the home visits meet compensation criteria, school-based timekeepers will be responsible for using this information in order to enter home visit hours in PeopleSoft.
- Academic Partnering: Flamboyan provides training for academic partnering in phase 2 and 3 schools to enable families to support academics at home.
- 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 Flamboyan's coaching, direct professional development, and technical assistance reduces over time.

Program Guidance

Schools in the Family Engagement Partnership (FEP) will move through four phases in the program.

- During the first phase of the FEP, schools will receive significant coaching from Flamboyan and will focus. most significantly on relationship building and creating systems for REAL Family Engagement at the school level.

- During the second phase, schools will continue to receive coaching and will focus most significantly on academic partnering.
- During the third phase, schools will receive pared down coaching support from Flamboyan and will focus on sustaining family engagement practices in their school community.
- Once schools successfully complete these 3 phases, they will be graduated from the program (phase 4).

Budgeting Recommendations

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

Schools participating in the FEP 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 Flamboyan 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: It is allowable to use Title I – Parent Involvement funds instead of local dollars. However, federal and local dollars cannot be combined to reach the total school-level contribution.

Flexibilities and Restrictions

- Participation in this partnership is entirely voluntary.
- Once partnership with Flamboyan is committed to and budgeted for, funds are swept from school budgets and cannot be reprogrammed or repurposed. By entering into partnership with Flamboyan, school leaders are committing to honor the intended partnership outcomes, commitments, and expectations for that year.
- The FEP functions on a year-by-year basis, with the goal that all schools will graduate from the partnership by the end of year 5.
- Renewal of partnerships will be dependent on a mid-year review, which will assess the fulfillment of the partnership commitments.

Central Support

Financial

The Family Engagement Division provides financial support to schools to help with implementation.

- Funds permitting, bi-annual stipends for 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.
  - $4,000 total for elementary schools (recommended for 2 teacher leads)
  - $6,000 total for secondary schools (recommended for 3 teacher leads)
- Funds permitting, staff compensation from central budget for home visits

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 Flamboyan.

Point of Contact

Sophie Hagan, Coordinator, Family Engagement – sophie.hagan@k12.dc.gov

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 Services 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		
Please note:		
❑ *All schools can add an SSL position to their budget. There is not a minimum enrollment requirement to add the SSL position to a school. However, the position must align with the enrollment numbers outlined below.*		
❑ *If a school is participating in the SSL program and its enrollment is 450 students or more, they must have a DSL.*		
○ *If a school has specific circumstances, please reach out to the SSL Program Director for approval.*		
❑ *Schools are only allowed to have a CSL/ASL if they already have an MSL/DSL on the budget.*		
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 or DSL
	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 Services' 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

The DCPS Office of Employee Services has partnered with City Teaching Alliance (formerly Urban Teachers), who 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 program. DCPS' teacher residency partnership programs prepare recent college graduates, career changers, and outstanding paraprofessionals to be highly effective teachers in DCPS schools.

Our partnership with City Teaching Alliance is also an effective way to develop educational 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 this residency program 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 City Teaching Alliance 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.

Note: City Teaching Alliance strongly prefers that schools host at least two residents in the same year.

Budgeting Recommendations

Schools are required to budget City Teaching Alliance resident positions as a net-neutral replacement for an educational aide position. When budgeting for the position, principals should consult with Jason Brown, the DCPS staff member who works with the program team at City Teaching Alliance (see his contact information below). Principals should only budget for the number of residents they anticipate receiving. Whether these residents are current aides applying for acceptance into the program 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 back to an educational aide position.

Starting next school year (2024-2025), City Teaching Alliance will no longer place residents in Pre-K classes (the preferred placement grades will be 1st grade and older). However, residents can be placed in Kindergarten classes on a case-by-case basis. This is a result of OSSE's accreditation guidelines which require schools to be in full compliance of CAEP.

The Office of Employee Services cautions against having too many residents in one school at a time. Since the goal of this residency program 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.

Please note that the budget catalog item for City Teaching Alliance resident positions is still named "Urban Teacher Residency."

Central Support: Steps for Approval to Add to Your Budget

Because City Teaching Alliance has a limited number of residents to offer each year, principals will need to get approval from Central Services before requesting and budgeting for resident teachers.

If you are interested in hosting City Teaching Alliance resident teacher(s) at your school, email Jason Brown at jason.brown7@k12.dc.gov. He will confirm with the organization 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 City Teaching Alliance resident teachers.

Point of Contact

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

Connected Schools

Purpose

Connected Schools is the DCPS model for full-service community schools. Connected Schools take a whole child, whole school, whole community approach by making schools spaces that support not only a student's academic development, but also a family's overall wellbeing through access to resources, services, and programming. The model is grounded in national research and educational best practices and includes six key elements:

- Connected School Manager Role
- Strong Student Support Systems
- Authentic Community and Family Engagement
- Healing-Centered Practices
- Place-Based Services
- Academic Enrichment

Eligibility

The Connected Schools Initiative launched in 2019 through a mayoral expansion investment, a Department of Education award, and the 1003 Investment in Schools grant. The cohort of Connect Schools has continued to be funded through a combination of local and grant dollars for five school years.

Budgeting Recommendations

Schools should contact the Connected Schools Team if they are interested in adding the Connected Schools Manager position. Once approved, the Connected Schools Team will reach out to the School Finance Team to open the position as an option on schools' budgets.

Schools choosing to budget for a Connected Schools Manager should also reserve discretionary dollars to budget funds for the program into the appropriate non-personnel spending account strings. For specific guidance on budgeting for and procuring non-personnel items for Connected Schools, reach out to the Connected Schools Team.

Position	Staffing Recommendation	Primary Role	Expectations
Connected School Manager	1 per Connected School	The Connected Schools Manager (CSM) is a full-time, school-based employee that serves on the leadership team and drives implementation of the Connected Schools Model at one school site. Connected School Managers facilitate student and family relationship building, school-wide partnership coordination and access to services and resources that set communities up for success.	Each Connected School commits to implementing the six core elements of the model in alignment with the Connected Schools best practices. Schools are also expected to engage in regular collaborative touchpoints with the central Connected Schools team, and CSMs will participate in ongoing coaching and monthly professional development.

Central Support

Participating schools will continue to receive centralized supports, including in-school coaching, monthly professional learning communities, progress monitoring and data administration, budgetary and procurement support, and support with partnership development.

Schools will receive a modest non-personnel budget that may include:

- Partner-led programming
- FELT stipends
- Supplies for resource closet
- Afterhours meals for family engagement

Point of Contact

Carla Mike, Manager, Connected Schools – carla.mike@k12.dc.gov

Redesign

Purpose

The following schools are participating in the Redesign program in FY25: Anacostia HS, Ballou HS, Cardozo EC, Columbia Heights EC, Coolidge HS, Dunbar HS, Ron Brown College Preparatory HS, and Woodson, H.D. HS.

The Student Experience Coach (SEC) will be pivotal in developing systems, tools, and student experiences within the designated Redesign school as determined in collaboration with the Design Lab. The primary focus is to ensure the continuous success of the school's Redesign model by measuring and elevating student voice and providing professional development to educators and staff on strategies that will help create and/or enhance the collaboration between students and adults within the school. As a lead advocate for the students, including students furthest from opportunity, the Student Experience Coach will implement and support new pilots and existing programming that authentically reflect the current and future voices of students aligned to the Redesign model by progress monitoring and maintaining a student design team. Additionally, the role involves engaging with the school's community to help sustain the new school model, ensuring that student voices actively shape the evolving educational landscape.

Budgeting Recommendations/Restrictions

The Redesign Team provides staffing recommendations for schools based on school Redesign designation, interest of the school's model implementation, and other relevant factors. Schools should intentionally fill these roles with staff members who can build positive student relationships and support student skill development, while also providing support and coaching to staff with around student voice and engagement.

- Student Experience Coach: Schools are recommended to have 1 SEC per Redesign school
  - Note that the Student Experience Coach position differs from that of a Student Activities Coordinator and should focus on the student academic and social-emotional experience within a school's redesign model.
- Effective SEC can provide great insight into the skill development needed for students to be successful within the school's model and also after graduation. SECs will ensure that skills are growing for students and staff around the model.

Personnel Staffing Recommendations

Position	Staffing Recommendation	Primary Role
Student Experience Coach	1 per Redesign High School	Measure and elevate student voice within the school's new model and provide professional development to educators and staff on strategies that will help create and/or enhance the collaboration between students and adults within the school, including promoting student engagement and discourse in ways that enhance academic rigor in the classroom.

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

- Designation as a Redesign School
- Panorama Data (LCPI)
- Student Engagement Survey (Provided by Design Lab)
- In Seat Attendance (ISA) & Chronic Absenteeism (CA)

If unable to staff the position above, please reach out to the Design Lab team via email at design.lab@k12.dc.gov to advise on how to best staff schools.

School Culture Staff Responsibilities

School Responsibility	Primary	Support Staff
Collaborate with students, staff, school leaders, community partners	Student Experience Coach	Redesign Team
Establish Student Redesign Team	Student Experience Coach	Redesign Team
Implement Student Development Plan focusing on student skills success within the school model	Student Experience Coach	Redesign Team/Instructional Leaders
Provide Professional Development to staff around student voice, choice, and engagement	Student Experience Coach	Instructional Leaders

Central Support

The Design Lab Team will build school-level capacity by providing ongoing professional development in the following areas:

- Student Engagement and Strategies
- Effective Progress Monitoring
- Resource Library
- 1:1 Coaching

Point of Contact

India Little, Specialist, Design Innovation – india.little4@k12.dc.gov

Helpful Resources

SEC Role Overview

School Health Services & Centers

Purpose

The School Health Services Program (SHSP) is responsible for promoting health and wellness and actively collaborating with students, family members, school personnel, and community-based organizations to ensure that the health needs of the students are being met.

Additionally, seven schools (Anacostia HS, Ballou HS, Cardozo EC, Coolidge HS, Dunbar HS, Roosevelt HS, and Woodson HS) host school-based health centers (SBHCs) that provide a full spectrum of primary care services to students attending the school and children of the school's students, including behavioral, oral, and reproductive health care services.

Program Guidance

School Health Services

Staffing (Personnel Services)

All DCPS schools receive school health services coverage at no charge to the school. Staffing is provided through a blended model of nurses and allied health professionals through a contract between DC Health and Children's School Services (CSS).

Because these nurses and allied health professionals are not DCPS employees, CSS maintains all employer rights and responsibilities for these staff (some specialized schools may receive additional nursing services). If a nurse or allied health professional at a participating school is unable to continue employment, DC Health will provide replacement staffing for that school as soon as possible. Principals may work with the appropriate CSS Nurse Manager to evaluate staffing and request any kind of disciplinary action or removal.

Some schools have students with low-incidence disabilities that require nursing services beyond the capacity of DC Health's school health services program. The Office of Teaching and Learning's Division of Specialized Instruction will provide supplemental nursing services to schools serving these students at no cost to the school.

Additional Staffing Recommendations

When a nurse or allied health professional is not in the building, either due to scheduled or unexpected circumstances, schools are still responsible for meeting student health needs. In addition to the school day, this includes ensuring trained staff for before care, lunch, aftercare, and field trips. To this end, schools should ensure at least three staff members are trained and prepared to provide medication as needed. The Office of School Improvement and Supports can assist schools in signing up for the DC Health owned and CSS operated "Administration of Medication (AOM)" training, at no charge for staff.

Additionally, schools can add a Student Health Services Coordinator using their discretionary funding. Schools interested in this role should budget for a Coordinator – Program within Quickbase.

Position	Staffing Recommendation	Primary Role	Expectations
Student Health Services Coordinator	1 per school	The Student Health Services Coordinator is a full-time school-based employee that drives the implementation of new and existing health required programs, compliance, and internal reporting (IRT) at one site. They serve as 1 AOM and Epi personnel for the building.	This position is the lead for all health programs compliance and incident reporting to Central Services. They manage implementation and compliance of Administration of Medication, Local Wellness Policy, Access to Epinephrine in Schools Act, First Aid, CPR, and AED. And, in collaboration with the school nurse, they help lead immunization enforcement and compliance. Additionally, this role will serve as a liaison to health partners and lead implementation for new and existing health legislation that impacts the school. This position serves as the liaison between school and Central Services and has duties and responsibilities solely delegated within health programming and compliance at the school level.

Goods & Services (Non-Personnel Services)

School Responsibility: It is the school's financial responsibility to maintain functioning technology for its school nurse(s), including a computer, dedicated printer, phone, and a functioning fax/e-fax line. Health suites must have direct 911 and long-distance access.

Provided to Schools: Medical supplies and equipment (bandages, gloves, linens, weight scale, etc.) for Health Suites are paid for by DCPS through an agreement with DC Health. Schools are not responsible to stock medical supplies within the Health Suite.

Telehealth Program: provides consultative calls, connecting school nurses with health care providers at Childrens National. Directly connect students and providers without leaving school to minimize on out of class time. The school is responsible for providing access to internet. The program, at no cost to the school, provides telehealth equipment and covers maintenance. Students who are enrolled in the program are subject to co-pay and associated costs when program pilot is at completion.

School-Based Health Centers

Staffing (Personnel Services)

Available at select high schools only: Anacostia High School, Ballou High School, Cardozo Education Campus, Coolidge High School, Dunbar High School, Roosevelt High School, and Woodson High School.

SBHC services are provided at no charge to the school. The centers are operated through grants from the DC Department of Health (DC Health) to local providers (Children's National Medical Center, MedStar Georgetown, Mary's Center, and Unity Health Care). As these are not DCPS employees, the SBHC operator maintains all employer rights and responsibilities for these providers and DC Health maintains all selection and oversight responsibility.

Principals may work with the DCPS Manager/Director for Student Health Services when there are questions or concerns about actions taken by the SBHC team.

Goods & Services (Non-Personnel Services)

It is the school's financial responsibility to clean and maintain the physical space of the SBHC, including provision of restroom paper products. The school must also ensure the SBHC has functioning technology, internet access, and dedicated telephone and fax lines for the SBHC. In addition, there must be dedicated telephone lines for health service providers and SBHC offices must have direct 911 and long-distance access.

Points of Contact

- Whitney Carrington, Director, Student Health Services, Office of School Improvement and Supports – whitney.carrington@k12.dc.gov
- Sophie Murphy, Specialist, Student Health Services, Office of School Improvement and Supports – sophie.murphy@k12.dc.gov

Historical NPS 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.

Schools should also note that donations are not included as part of schools' allocation, but any unused donations roll over to future years.

Reprogramming

Continuing in FY25, schools are able to reprogram a cumulative amount of $25,000 before the additional approvals of DC City Council and the Office of Budget and Performance Management are required after the standard approval needed from Central Services and the Office of the Chief Financial Officer. To mitigate the need for reprogramming, schools should analyze their historical non-personnel spending data and projected end-of-year spending to ensure that funds are budgeted in the proper line items.

Commonly Reprogrammed Goods and Services

The table below displays examples of goods/services that are commonly entered into incorrect budget lines and, thus, require reprogramming. 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. Oftentimes, 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 (e.g., cables, mice, headphones)	IT Supplies
Repair of equipment (custodial, technology)	Professional Services
Website hosting services	Professional Services
Building artwork, such as murals	Professional Services
Branded school items (e.g., backpacks, water bottles, notebooks)	General Supplies
Customized clothing with insignias/logos (SWAG)	Clothing/Uniforms
Electronic learning (blended learning & digital curricula such as iReady)	Electronic Learning
Custodial machinery and equipment (e.g., burnishers, vacuum cleaners, floor strippers, snowplows, leaf blowers, 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, student services, or a consultant. Oftentimes, 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.

Point of Contact

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

Additional Information

Extra Duty Pay

Extra duty (ED) pay is provided only to EG-9 and ET-15 (including ET-15/10-month, ET-15/11-month, and ET-15/12-month) employees in WTU positions. No other employee of DCPS, or non-employee providing services for the benefit of DCPS, is eligible to receive ED pay. Usually, ED pay is authorized for services performed beyond the normal tour of duty. See more information on different types of stipends here. The following activities are centrally budgeted:

- Technology POC stipends
- Athletic coaches
- Home visits
- Reading clinics (small set of teachers)
- TLI stipends
- We The Girls leads

A supervisor may appoint an employee in a non-WTU position and/or a non-DCPS employee to provide ED-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 a moderator for the debate team or to an Instructional Aide serving as the drama club sponsor for their middle school. Like ED pay, NWS usually is authorized for services performed beyond the normal tour of duty.

Any type of additional compensation—whether WTU ED pay or NWS—must be budgeted under "Extra Duty Pay" in the Quickbase budget application. The budget line "Stipends" is only for non-DCPS employees.

Difference Between Administrative Premium and Additional Compensation

Administrative premium is an hourly compensation provided to WTU and CSO (per the new CBA) members for specific activities hourly through timesheets. Additional compensation, meanwhile, 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 Additional Compensation

Schools will fill out the additional compensation form and submit it 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 Requests Team to the Office of Payment and Retirement Services.

Please reach out to your School Finance Specialist or dcps.schoolfunding@k12.dc.gov if you need the additional compensation form.

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 or allowability (such as grants and MOUs), legal requirements, or other core operational considerations.

Below items allocated through staffing ratios
Principal (PK-12)
Librarian (PK-12)
Itinerant ESOL Teacher
Self-Contained Special Education Classroom Teacher (PK-12)
Behavior Technician (BES Classroom) (PK-12)
Coordinator – Board Certified Behavior Analyst (PK-12)

Below items allocated through program grants
Afterschool – Paraprofessional/Site Leader/Teacher (K-8) (Grant-Funded)
Credit Recovery (non-Opportunity Academy schools) (9-12)
Twilight – Admin Premium (Grant) (9-12)
Ninth Grade Academy – Assistant Principal/Admin Premium/NPS (9-12)
Reading Specialist (Grant – Title I) (K-5)
NAF Academy – Coordinator/Manager (9-12)
Early College Academy – Director (9-12)
JROTC – Teachers (Grant) (9-12)
Pool Programming – MOU Funding/Instructors/3rd Grade Swim Contribution (PK-12)
Title I – Parent & Family Engagement (Grant) (PK-12)
Title II – Professional Development (Grant) (PK-12)
International Baccalaureate – Coordinator/NPS (PK-12)

Below funding is allocated through student-based budgeting (SBB)
ML Weight (schools receiving itinerant services) (K-12)

Below items are pre-budgeted and locked from a level 3 allocation
Library MOU (pre-budgeted from Total NPS Allocation) (K-12)

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.

Below items allocated through staffing ratios
Custodial – Staff (Foreman, RW-3, RW-5)/NPS (PK-12)
School Counselor (6-12)
ESOL Teacher/Aide (PK-12)

Early Childhood Education – Teacher/Aide (PK)
Inclusion/Resource Services – Teacher (PK-12)
Psychologist (PK-12)
Social Worker (PK-12)
Special Education Aide (PK-12)

Below items allocated through program grants
Global Studies – Coordinator/NPS (PK-12)
CTE/Vocational Ed – Teacher (9-12)
Afterschool – Paraprofessional/Site Leader/Teacher (K-8) (Local)
Evening Credit Recovery (Opportunity Academy schools) (9-12)
NAF Academy – Director (9-12)
Dual Language (PK-12)
Safe & Positive Schools

Below items are pre-budgeted from a level 3 allocation
Administrative Premium/Custodial Overtime (pre-budgeted from Total NPS Allocation)
Bilingual Counselor (pre-budgeted at 1:100 ratio using ML weight funds)

Level 3 Allocations

Level 3 (Fully Flexible): These allocations are provided to schools to budget for staff and programming.
Below funding is allocated through student-based budgeting (SBB)
Student-Based Funding Base Weight (K-12)
Early Childhood Education Per Student Base Weight (PK)
Special Education Per Student Weight (PK-12)
Multilingual Learner Per Student Weight (non-itinerant schools) (PK-12)
Education Campus Per Student Weight (K-8 EC)
Special Education Campus Weight (River Terrace)
Early Learning Center Weight (Military Road & Stevens ELC)
SBB At-Risk Concentration Weight >40% (PK-12)/SBB At-Risk Concentration Weight >70% (6-12)

Below items allocated through program grants
At-Risk and At-Risk Overage UPSFF (PK-12)
At-Risk Concentration greater than 40% and 70% UPSFF (PK-12)
Opportunity Academies Alternative Grant
School Office Support (PK-12)
NPS Total Allocation (PK-12)
Title I – Schoolwide (Title I schools) (PK-12)
Specialty Payment (select schools PK-12)

Below items allocated through stability funding
Safety Net Supplement (K-12)
Stabilization (K-12)

Non-Allocated Items

Schools will use flexible and discretionary funds to budget for these positions and programs.
Contain program requirements
Aide - Kindergarten (K)
General Education Teacher (K-5)
Science/Social Studies/Math/English Teacher (6-12)
Art/Music Teacher (PK-12)
Health & Physical Education Teacher (PK-12)
World Language Teacher (6-12)
Attendance Counselor (K-12)
Instructional Coach/TLI (LEAP) (PK-12)
Coordinator – Athletics & Activities (9-12)/Athletic Director (6-12)
Related Arts NPS (PK-12)

No program requirements
Administrative Officer/Business Manager/Clerk/Registrar
Afterschool Coordinator
Aide – Computer Lab/Instructional/Library Technology
Assistant Principal
Career Academy – Director
College & Career Coordinator
Connected Schools Manager
High Impact Tutoring Manager
Instructional/Intervention Coach (non-LEAP)
Pathways Coordinator
Reading Specialist (non-Title I)
Redesign – Director/Student Experience Coach
Relay/Urban Teacher Resident
Schoolwide Enrichment Model Teacher
SEL – Behavior Technician/Dean of Students/Restorative Justice Coordinator/ISS Coordinator
Specialized Instruction – Director/Manager
Strategy & Logistics – Assistant/Coordinator/Director/Manager
Student Health Services Coordinator

Item Catalog

Positions	Unit Cost
Administrative Officer	$121,440
Afterschool Coordinator	$117,462
Aide – Administrative	$74,889
Aide – Computer Lab	$70,456
Aide – Early Childhood	$42,692
Aide – Instructional – (10mo)	$42,692
Aide – Instructional – Year Round (80hr)	$49,803
Aide – Kindergarten	$42,692
Aide – Library/Technology	$54,729
Aide – Multilingual Learner (formerly EL)	$42,692
Aide – Special Education	$42,692
Art Therapist	$133,722
Assistant – Strategy & Logistics (ASL)	$74,518
Assistant Principal – English Language Arts (ELA)	$185,617
Assistant Principal – Intervention (API)	$185,617

Assistant Principal – Literacy (APL)	$185,617
Assistant Principal – Math	$185,617
Assistant Principal – Ninth Grade Academy	$185,617
Assistant Principal – Other	$185,617
Assistant Principal – Science	$185,617
Assistant Principal – Social Studies	$185,617
Assistant Principal – Special Education	$185,617
Athletic Director	$173,455
Attendance Counselor	$73,333
Behavior Technician	$60,482
Behavior Technician (BES Classroom)	$60,482
Business Manager	$107,016
Clerk	$55,982
Coordinator – Athletic & Activities	$129,033
Coordinator – Board Certified Behavior Analyst	$129,033
Coordinator – College & Career	$129,033
Coordinator – Computer Lab/Technology	$62,802

Coordinator – Global Studies	$129,033
Coordinator – In-School Suspension (ISS)	$73,955
Coordinator – International Baccalaureate	$129,033
Coordinator – NAF Academy	$129,033
Coordinator – Parent	$62,802
Coordinator – Pathways	$129,033
Coordinator – Program	$129,033
Coordinator – Special Education (CSE)	$129,033
Coordinator – Strategy & Logistics (CSL)	$120,115
Coordinator – Student Resource	$129,033
Custodial Foreman	$84,082
Custodian (RW-3)	$54,472
Custodian (RW-5)	$62,467
Dean of Students	$140,973
Director – Career Academy	$173,455
Director – Early College Academy	$173,455
Director – NAF Academy	$173,455

Director – Specialized Instruction (DSI)	$173,455
Director – Strategy & Logistics (DSL)	$173,455
Director of Redesign	$173,455
Instructional Coach	$133,722
Instructional Coach – 11mo	$152,949
Instructional Coach – English Language Arts (ELA)	$133,722
Instructional Coach – Math	$133,722
Intervention Coach	$133,722
Intervention Coach – 12mo	$145,794
Iterant ELL Teacher	$133,722
Manager – Connected Schools	$134,960
Manager – High Impact Tutoring	$134,960
Manager – NAF Academy	$134,960
Manager – School Administration & Operational Support	$134,960
Manager – Specialized Instruction (MSI)	$134,960
Manager – Strategy & Logistics (MSL)	$134,960

Principal	$235,841
Psychologist	$133,722
Psychologist – 12mo	$145,794
Recreation Specialist (Aquatics)	$80,678
Redesign Student Experience Coach	$145,794
Registrar	$61,765
Relay Teacher Resident	$42,692
Restorative Justice Coordinator	$121,440
School Counselor – 10mo	$133,722
School Counselor – 10mo (Bilingual)	$133,722
School Counselor – 11mo	$152,949
School Counselor – 11mo (Bilingual)	$152,949
School Counselor – 12mo	$145,794
School Librarian	$133,722
School Librarian – 12mo	$145,794
Social Worker	$133,722
Special Education LEA Representative Designee	$1,500

Specialist – Reading	$133,722
Specialist – Transition	$129,033
Student Health Services Coordinator	$129,033
Teacher – 1st Grade	$133,722
Teacher – 2nd Grade	$133,722
Teacher – 3rd Grade	$133,722
Teacher – 4th Grade	$133,722
Teacher – 5th Grade	$133,722
Teacher – 6th Grade	$133,722
Teacher – Art	$133,722
Teacher – Behavior & Education Support Program	$133,722
Teacher – Career/Tech Ed (CTE)	$133,722
Teacher – Communication & Education Support Program	$133,722
Teacher – Communication & Education Support Program – HFA Inclusion	$133,722
Teacher – Computer	$133,722
Teacher – Deaf & Hard of Hearing	$133,722

Teacher – Early Childhood Communication & Education Support Program	$133,722
Teacher – Early Learning Support Program	$133,722
Teacher – English	$133,722
Teacher – Health/Physical Education	$133,722
Teacher – Inclusion/Resource Services	$133,722
Teacher – Inclusion/Resource Services (10:6)	$133,722
Teacher – Independence & Learning Support Program	$133,722
Teacher – JROTC (Junior)	$133,722
Teacher – JROTC (Senior)	$133,722
Teacher – Kindergarten	$133,722
Teacher – Math	$133,722
Teacher – Medical & Education Support Program	$133,722
Teacher – Multilingual Learner (formerly ELL)	$133,722
Teacher – Music	$133,722
Teacher – Non-Categorial Program	$133,722
Teacher – Performing Arts/Drama	$133,722

Teacher – PK3	$133,722
Teacher – PK3/PK4 (Mixed Age)	$133,722
Teacher – PK4	$133,722
Teacher – Reading	$133,722
Teacher – Resource	$133,722
Teacher – Schoolwide Enrichment Model (SEM)	$133,722
Teacher – Science (Biology)	$133,722
Teacher – Science (Chemistry)	$133,722
Teacher – Science (General)	$133,722
Teacher – Science (Physics)	$133,722
Teacher – Sensory Support Program	$133,722
Teacher – Separate School Communication & Education Support	$133,722
Teacher – Separate School Independence & Learning Support	$133,722
Teacher – Social Studies	$133,722
Teacher – Specific Learning Support Program	$133,722
Teacher – STEM	$133,722

Teacher – Vocational Ed (12mo)	$108,754
Teacher – World Language	$133,722
Teacher, Physical Education Aquatics	$133,722
Technical Support Specialist	$125,466
Technology Instructional Coach (TIC)	$133,722
TLI Teacher Leader – Culture	$133,722
TLI Teacher Leader – Early Childhood Education	$133,722
TLI Teacher Leader – English Language Arts (ELA)	$133,722
TLI Teacher Leader – Math	$133,722
TLI Teacher Leader – Science	$133,722
TLI Teacher Leader – Social Studies	$133,722
TLI Teacher Leader – Special Education	$133,722
Urban Teacher Residency	$45,709

Non-Personnel Items & Additional Compensation	
Administrative Premium (general)	Advertising
Afterschool Paraprofessional	Afterschool Site Leader

Afterschool Teacher	Clothing and Uniforms
Contractual Services	Custodial and Maintenance Supplies
Custodial Equipment and Machinery	Custodial Overtime
Ed Tech Software	Educational Supplies
Electronic Learning	Equipment and Machinery (over $5,000)
Equipment and Machinery (under $5,000)	Evening Credit Recovery
Extra Duty Pay (DCPS employee additional compensation)	Food and Provisions
Furniture & Fixtures	General Overtime
General Supplies	Health Supplies
IT Equipment/Hardware	IT Supplies (consumables)
Literacy Materials	Literacy Partnerships
Local Travel (students and staff – within 50 miles)	Membership Dues
Ninth Grade Academy Admin Premium	Office Supplies
Out of City Travel (students and staff – more than 50 miles including international)	Postage
Printing	Professional Development (including conference fees)

Professional Services	Recreational Supplies (including admissions tickets)
Stipends (non-DCPS employees)	Textbooks
Tuition for Employee Training	Twilight Admin Premium

Budgeting & Procurement Responsibilities Chart

The following table clarifies the division of budgeting and procurement responsibilities for different programs between schools and Central Services. For more information on specific programs, please refer to their respective budget guide sections and work directly with those points of contact. For programs without a program owner that are fully budgeted and managed at the school level, you can direct additional questions to dcps.schoolfunding@k12.dc.gov.

Program	FY24 Budget Process (Current School Year)	FY24 Procurement Process (Current School Year)	FY25 Budget Process	FY25 Procurement Process
Any school initiated partner	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions – may require an advance to pay for start-of-year services
Library Programs	Direct allocation	Centrally swept, centrally procured	Direct allocation	Centrally swept, centrally procured
International Baccalaureate	Direct allocation	Both	Direct allocation	On school budgets – requires an advance; central procures specific items from school funds
NGA (Title I-funded)	Direct allocation (NPS and administrative premium)	On school budgets, schools submit requisitions	Direct allocation (NPS and administrative premium)	NPS is centrally swept, centrally procured; administrative premium – on school budgets, expensed with combo code

Twilight (Title I-funded)	Direct allocation (NPS and administrative premium)	On school budgets, expensed with combo code	Direct allocation (NPS and administrative premium)	On school budgets, expensed with combo code
Pool Programming	Direct allocation	Centrally swept, centrally procured	Direct allocation	Centrally swept, centrally procured
Afterschool (Administrative Premium)	Direct allocation	On school budgets – schools use afterschool time reporting code to expense administrative premium	Direct allocation	On school budgets – schools use afterschool time reporting code to expense administrative premium
Global Studies	Direct allocation	On school budgets, schools submit requisitions or use p-card	Direct allocation	On school budgets, schools submit requisitions or use p-card – no advance required; must have $100 in membership on p-card
Custodial	Direct allocation of supplies; custodial overtime budgeted with discretionary dollars	On school budgets, schools submit requisitions	Direct allocation of supplies; custodial overtime budgeted with discretionary dollars	On school budgets, schools submit requisitions; p-card and advance recommended for supplies
Dual Language	Direct allocation	On school budgets, schools submit requisitions	Direct allocation	On school budgets, schools submit requisitions
Related Arts	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions
Technology	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions
Flamboyan	Budgeted with discretionary dollars	On school budgets, procurement submitted centrally	Budgeted with discretionary dollars	On school budgets, procurement submitted centrally – no advance required
City Year	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions – may require an advance to pay for

				start-of-year services
Literacy Lab	Budgeted with discretionary dollars	On school budgets, procurement submitted centrally	Budgeted with discretionary dollars	On school budgets, schools submit requisitions – may require an advance
SAGA	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions – no advance required
Communities in Schools	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with Discretionary dollars	On school budgets, schools submit requisitions
Reading Partners	Budgeted with discretionary dollars	On school budgets, procurement submitted centrally	Budgeted with discretionary dollars	Schools submit requisitions – no advance required
ANet	Budgeted with discretionary dollars	Any additional services procured by schools	Budgeted with discretionary dollars	Any additional services procured by schools
Pathways Programming	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions
SEM	Budgeted with discretionary dollars	On school budgets, schools submit requisitions	Budgeted with discretionary dollars	On school budgets, schools submit requisitions
Student Health Services & Centers	Budgeted with discretionary dollars	Any additional supplies needed for nurse's suite are budgeted and procured by school	Budgeted with discretionary dollars	Any additional supplies needed for nurse's suite are budgeted and procured by school

LSAT Recommendation Departure Form

This template should be used to provide a rationale for departing from LSAT or Personnel Committee (PC) recommendation(s) 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.

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.

LSAT or PC Recommendation
Principal's Final Decision

Reason(s) for Departure

Click Here to Download

Principal Name: _____

Principal Signature: _____

Date: _____