



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

FY26 School Budget Development Guide

Fiscal Year 2026 (SY25-26)



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INTRODUCTION

Chancellor's Letter

Dear DC Public Schools (DCPS) Community,

I am proud to share the most recent [Education Recovery Scorecard](#) highlights that DCPS students showed the fastest post-pandemic recovery growth in both reading and math—ranking 1st nationwide. As we prepare to sustain this momentum in the 2025-2026 school year and beyond, **our Fiscal Year 2026 (FY26) budget reflects a clear classroom teacher focus**. This prioritization comes from our understanding that excellent classroom teachers are the foundation of student success and the heart of our mission to ensure students reach their full potential through rigorous and joyful learning experiences.

Today, schools are receiving their initial budgets for FY26, which covers School Year 2025-2026. These allocations are determined by projected enrollment figures and maintain appropriate teacher-to-student ratios across all schools. But they also come at a critical moment for DCPS as we are challenged to navigate a tight financial landscape faced by school districts across the country.

As we address current fiscal realities, **DCPS is directing its school budgets toward the investments that we know make the greatest impact on students—our classroom teachers and the quality instruction they provide**. The FY26 budget demonstrates this commitment through several key elements:

- A new School Sustainability Fund guarantees schools can afford the appropriate number of classroom teachers.
- DCPS is working to optimize class sizes districtwide while recognizing each school's unique needs.
- While principals maintain autonomy over certain budget decisions (flexible funds), parameters ensure adequate staffing remains aligned with enrollment and teacher-to-student ratios.

This year's budget is forced to reconcile economic inflation and factor increased labor costs from our historic union contracts—we are still proud that our educators remain among the highest paid in the nation. And even as we work to manage these pressures, we stand committed to strategic school investments that will sustain the district's progress in key areas such as enrollment, graduation rates, and retention of our most highly effective teachers.

- \$1.1M in Dual Enrollment Programs at high schools to allow DCPS high school students to take challenging college level courses at no cost while still in high school and earn college credit that can be transferred to many postsecondary institutions.
- \$2.5M for Sixth Grade Academies in middle schools to support a smooth transition to middle school for students and families by focusing on excellent attendance, academic success, and students' sense of belonging.
- \$4.5M in School Mental Health on school budgets to provide supportive services ensuring students are physically and psychologically safe and are able to fully participate in academic learning.

In balancing priorities within available resources, our principals and Local School Advisory Teams (LSATs) may face tough choices and trade-offs this budget season. The budget worksheets accompanying these initial allocations serve as a starting point for thoughtful planning discussions, and we thank our communities in advance for your engagement.

DCPS' commitment to the people and programs that make our schools thrive is as strong as ever, especially in the face of difficult, but necessary adjustments. Please continue exploring the budget website to learn more about this year's budget, review key updates, and access interactive dashboards.

Thank you for your continued support as we work together over the coming weeks to finalize the district's FY26 budget.

In partnership,

Lewis D. Ferebee, Ed.D.
Chancellor, DC Public Schools

FY26 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 2025 (FY25) to Fiscal Year 2026 (FY26).

Flexibility Key

For FY26, the terminology used to classify allocations by their flexibility is shifting.

- Nonflexible 1 (NF1): Previously called "level 1," these locked allocations are unable to be changed.
- Nonflexible 2 (NF2): Previously called "level 2," these rarely flexible allocations must maintain the intended purpose of funds but may be appealed to other uses within the intended purpose.
- Flexible (F): Previously called "level 3," these allocations are fully flexible.

Safety Net Changes

For FY26, the safety net has been expanded for elementary and middle grade levels. To align with the Washington Teachers' Union Collective Bargaining Agreement, the safety net will now ensure that schools' student-based funds can afford general education teachers at a 20:1 student-to-teacher ratio for grades K-2 and at a 25:1 student-to-teacher ratio for grades 3-12.

Middle schools and education campuses will have related arts teachers as part of their safety nets, based on enrollment in grades 6-8. For more information, please see the Stability Funding section on the DCPS Budget website.

Stabilization Changes

For FY26, the District's former stabilization mechanism is being replaced with the School Sustainability Fund. The School Sustainability Fund amount that a school receives is anchored in the school's FY25 budgeted items adjusted for enrollment and FY26 costs.

General Education Teacher Requirement

Based on the number of classroom teachers budgeted in SY24-25, adjusted for year-over-year changes in projected enrollment, a specific number of General Education classroom teachers has been pre-budgeted for schools. School leaders must budget at least this number of General Education teachers for their budget to be approved for submission. For more information, please see the FY26 Guiding Principles section.

Title I/II Shifts

In FY26, Title I schools will have two distinct allocations for their Title I – Instructional and Title II – Professional Development dollars, as opposed to one combined line previously called “Title I – Schoolwide.” Schools may continue to budget their Title I – Instructional dollars towards classroom educators and supplemental instructional staff. Title II dollars should be budgeted for professional development, in alignment with the grant.

Additionally, schools may now submit petitions to budget their Title I – Parental & Family Engagement and Title II – Professional Development dollars into specific NPS lines. Petitions will be reviewed by the Grants Team to ensure compliance. If not petitioned, Title I – Parental & Family Engagement funds will automatically load into general supplies, while Title II – Professional Development funds will automatically load into professional development.

Given this updated flexibility, the Title I (Parent & Family Engagement) and Title II (Professional Development) sections have been moved from NF1 to NF2. For a complete list of allowable uses for Title funds, please consult these sections, along with the Title I (Instructional) section.

Additional Compensation Changes

Based on historical spending of administrative premium and overtime, schools have the total amount of FY24 local administrative premium and overtime expenditures pre-budgeted from their NPS allocations as NF2 amounts. Principals may request to adjust these lines through the petitions process, but they must maintain at least 75% of the pre-budgeted administrative premium amount and at least 50% of the pre-budgeted custodial overtime amount.

Further, continuing in FY26, schools will be responsible for budgeting for extra duty pay for staff members who are leading clubs/activities that are not centrally covered. For more information, please see the new Additional Compensation section, which aggregates guidance on administrative premium, overtime, and extra duty pay. This section also includes updated information about compensation for attendance/enrollment and administration of medication support.

School Mental Health Shifts

Beginning in FY26, select schools with a history of reprogramming or persistent vacancies in their School Psychologist or Social Worker positions will be required to contribute to the cost of their itinerant support. These schools will be notified directly by the School Mental Health Team and will not be permitted to petition any of their allocated School Psychologist funds.

Schools without a history of persistent vacancies who petition a School Psychologist or Social Worker must retain at least 0.5 FTEs for each position but can use the rest of their allocated funds to add an alternative School Mental Health or Social Emotional Learning/School Climate position(s); no other position types will be approved. Any remaining savings from this change can be put towards administrative premium.

Additionally, the psychology internship program that was piloted in FY25 will continue in FY26. Schools that budget for a full- or part-time psychologist but cannot fill the vacancy by late spring 2026 may be eligible to host an intern for SY25-26. More information is available in the School Mental Health section.

Other Section Adjustments

New Sections

- **Grade Level Academies:** This section provides information on 6th and 9th Grade Academies. Assistant Principal – 6th Grade Academy positions were added to participating schools' budgets after budget development in FY25 but will be allocated during initial budget release in FY26. Administrative premium and non-personnel funds for 6th and 9th Grade Academies programming will appear on school budget profiles but will be centrally-managed.
- **Grade Level/Department Chairs:** Elementary schools will now see a dedicated budget line in QuickBase for compensation for Grade Level Chairs. Additional guidance, including criteria and qualifications, is available in this section.
 - Principals interested in filling this role at their school for SY25-26 will need to budget for it during FY26 budget development. The unit cost will be \$1,000 per Grade Level Chair, per the WTU CBA (Section 36.10.2). Instructional Superintendents will review and approve all requests to budget for Grade Level Chairs.
 - Secondary Department Chair and TLI compensation will continue to be funded by Central Services.
- **New Heights Programming:** This section focuses on New Heights Coordinators, which are no longer centrally funded for any school.
- **Substitutes:** This section provides guidance on allowable usage for substitutes and a new two-part system for managing substitute usage. It also highlights the School Building Substitute Teacher position, which was made available on school budgets during the FY25 summer reprogramming window and will continue to be an option on budgets in FY26.

Consolidations

- **CTE/NAF:** All allocated CTE and NAF positions are now NF1, which means these positions cannot be removed through petitions. For more information, please see the combined CTE/NAF section.
- **Special Education:** Information on special education positions has been combined. There is now one NF1 section that contains information on both self-contained teachers and

inclusion/resource services teachers. This change does not affect the actual flexibility of inclusion/resource services teachers, which will remain NF2 on school budgets.

- **NPS Allocation:** Information on schools' flexible non-personnel allocations has been combined with guidance on historical spending and reprogramming. Schools are also encouraged to access the [School Finance DCPS Way](#) for NPS resources.

Removal of Safe & Positive Schools

The final year for the Safe & Positive Schools allocation was FY25. Schools that previously received funds through the Safe & Positive Schools program grant will no longer receive these funds in FY26.

Other Item Catalog Updates

- **City Teaching Alliance Resident:** This position was formerly known as Urban Teacher Resident. Residents cannot be replacements for early childhood education or special education aides. For more information, please see the Resident Teachers section.
- **Connected Schools Manager:** In FY26, this position will be centrally-funded at four schools: Hendley ES, Kimball ES, Malcolm X ES, and Turner ES. All other Connected Schools that would like to continue the Connected Schools Manager position will have to budget for this role using flexible funds. For more information, please see the Connected Schools section.
- **English for Speakers of Other Languages (ESOL) Positions:** The Aide – Multilingual Learner and Teacher – Multilingual Learner positions have been renamed Aide – ESOL and Teacher – ESOL, respectively. Schools may also use flexible funding to budget for the new positions listed below. For more information, please see the Multilingual Learners section.
 - Coordinator – ESOL (Secondary)
 - Instructional Coach – ESOL (10-month or 11-month)
 - TLI – ESOL
- **Pathways Coordinator:** Schools participating in the Pathways program can specifically budget for a Coordinator – Pathways instead of a generic Coordinator – Program. For more information, please see the Pathways Programming section.
- **School Counseling Director:** Middle and high schools with qualifying enrollment may budget for a Director – Counseling using flexible funding. For more information, please see the School Counselors section.
- **Student Health Services Coordinator:** The Student Health Services Coordinator position was made available to schools late in the FY25 budget development process. This role is a full-time employee that drives the implementation of new and existing health required programs, compliance, and internal reporting at one site. For more information, please see the School Health Services & Centers section.
- **Technology Coordinator:** In FY25, schools could budget for the following positions: Coordinator – Computer Lab, Coordinator – Computer Lab/Technology, and Coordinator – Technology. For FY26, only the Coordinator – Technology position will be available. Staff members currently budgeted in the other positions will be transitioned to the Coordinator – Technology role to avoid being excessed. There are no budget/pay implications from this change.

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. A [Central Services-wide document](#) and [OTL-specific document](#) can be found on DCPS Way.

School Partnership Shifts

Schools may continue to budget for partnerships with Literacy Lab, Reading Partners, and SAGA, however these partnerships will no longer be centrally supported in FY26. Schools must budget and procure for these contracts independently while abiding by procurement regulations.

At-Risk Concentration Funding for Opportunity Academies

Ballou STAY, Garnet-Patterson STAY, and Luke Moore HS will begin receiving at-risk concentration funding in their initial allocations. At-risk concentration funding is allocated based on a school's projected at-risk percentage. See the Program Grants section on the How Schools Are Funded portion of the DCPS Budget website for more information.

Global Studies Coordinator Removal

Global Studies schools are no longer allocated funding for a Coordinator – Global Studies. Instead, schools will receive administrative premium funding that can be paid to staff members who support Global Studies programming. For more information, please see the Global Studies section.

Square Footage for Custodial Allocation Updated for Modernized Schools

The custodial allocation model contains updated square footage for all schools modernized up through SY24-25. As schools become modernized or as permanent small capital projects impact square footage, those updates will be reflected as part of the allocation model for the following fiscal year. For more information see the Custodial section.

AP Reconfiguration Approval

Schools that are changing their Assistant Principal configurations in FY26 but are retaining the same total number of APs will need approval from the Chief of Schools, Kim Jackson, to do so.

Field Trip Transportation for Students with Disabilities

To ensure all students have access to, and the ability to participate fully in, field trip experiences, please make sure sufficient funds are budgeted in transportation to accommodate students with varying needs on their IEPs.

Guiding Principles

Context

DC Public Schools (DCPS) continues to be recognized as the fastest growing urban school district in the country. We were the only large, urban school district in the country to make gains in proficiency in all four grade and subject combinations tested on the 2024 National Assessment of Educational Progress. We have also seen our enrollment grow by nearly 2,000 students over the past two years. These gains are a huge testament to the work of you and your teams and the fact that families are choosing DCPS.

And we know we still have more work to do. 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.

With this in mind, DCPS Fiscal Year 2026 school budget allocations prioritize a "Teachers First" approach, ensuring that funding for classroom teachers is paramount in a tight financial landscape. School budget worksheets reflect projected student enrollment and factor required teacher-to-student ratios across the district. We are also providing requirements and guidance regarding critical personnel and non-personnel spending to support you with making budget decisions.

Requirements & Guidelines

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

Requirements

Items in this category must be budgeted to the minimum levels below. Budgets cannot be submitted with values below what is required.

Category	Budget Requirement	
General Education Classroom Teachers	This category includes classroom teachers that focus on delivering core content.	
	Teacher – Kindergarten through 6 th Grade	Teacher – Science (General, Chemistry, Biology, Physics)
	Teacher – English	Teacher – Social Studies
	Teacher – Math	
	Based on the number of classroom teachers budgeted in SY24-25 adjusted for year-over-year changes to projected enrollment, a quantity of General Education classroom teachers is pre-budgeted for schools. School leaders must budget at least this number of General Education teachers for their budget to be approved for submission.	
	To do this, submit a petition to move the placeholder General Education teachers into the grade level or core content area aligned with the schools’ grade level and scheduling requirements.	
Administrative Premium	The total amount of FY24 (SY23-24) local expenditure charges as reported by the District Integrated Financial System (DIFS) has been pre-budgeted from schools’ flexible funding in the QuickBase budget application. The School Finance Team	

	will provide historical data and planning tools to inform schools leaders about 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 75% of the pre-budgeted amount (FY24 expenditures) is budgeted.										
Custodial Overtime	The total amount of FY24 (SY23-24) local expenditure charges as reported by DIFS (both custodial and general overtime) has been pre-budgeted from schools' flexible funding in the QuickBase budget application. It is recommended that schools budget at least 90% of the pre-budgeted amount, and 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. <table border="1" data-bbox="506 659 1352 867"> <thead> <tr> <th>School Size</th> <th>Recommended Supplies Budget</th> </tr> </thead> <tbody> <tr> <td>Under 300 students</td> <td>\$7,000 - \$9,000</td> </tr> <tr> <td>300-500 students</td> <td>\$8,000 - \$14,000</td> </tr> <tr> <td>500-800 students</td> <td>\$11,000 - \$18,000</td> </tr> <tr> <td>800-1,500+ students</td> <td>\$15,000 - \$30,000</td> </tr> </tbody> </table>	School Size	Recommended Supplies Budget	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
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Under 300 students	\$7,000 - \$9,000										
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500-800 students	\$11,000 - \$18,000										
800-1,500+ students	\$15,000 - \$30,000										

Guidelines

The guidelines below are designed to support school teams in making budget decisions. The recommended maximums are based on historical data from DCPS schools; schools that exceed the recommended maximums must have a strong rationale for their plans.

Role Category	Description	Budget Guidance
Non-Core Content Teaching Staff	Positions that focus predominately on classroom instruction outside of core content <i>Examples: inner core teacher, special education teacher, multi-lingual learner teacher, aide, interventionist</i>	Class sizes must remain in alignment with FY26 budget guide allocations.
Instructional Leadership Positions	Focus predominately on coaching teachers <i>Examples: principal, assistant principal, instructional coaches, TLIs</i>	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 <i>Examples: social worker, school counselor, school psychologist</i>	Must be budgeted in alignment with FY26 budget guidance.

Operations Support	Positions that focus predominately on smooth operations, fiscal, and facilities management <i>Examples: MSL, DSL, attendance counselor, business manager</i>	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 <i>Examples: dean, ISS coordinator, RJ coordinator</i>	These positions can be budgeted with flexible funds. Up to 7% of your total budget can go toward school climate support FTEs.
Role Category	Positions	
Instructional Leadership Positions	Assistant Principal (all)	Coordinator - ESOL
	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 (all)	Intervention Coach
	Manager – High Impact Tutoring	Manager – NAF Academy
	Manager – Specialized Instruction	Principal
	TLI Teacher Leader (all)	
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 – New Heights	Coordinator – Parent
	Coordinator – Pathways	Coordinator – Program
	Coordinator – Technology	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 Positions (all)
	Restorative Justice Coordinator	

NONFLEXIBLE 1 ALLOCATIONS

These allocations are unable to be changed. This means that even within a program, change cannot occur. This may be determined by fund source requirements or allowability (grants and MOUs, legal requirements, or other core operational considerations).

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 FY26, 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.).

SY25-26 High Schools with Credit Recovery Funding		
Anacostia HS	Ballou HS	Bard Early College HS
Cardozo EC	Coolidge HS	Columbia Heights EC
Dunbar HS	Eastern HS	Jackson-Reed HS
MacArthur HS	Phelps ACE HS	Ron Brown College Preparatory HS
Roosevelt HS	Woodson, H.D. HS	

Opportunity Academies—Ballou STAY, Luke C. Moore, and Garnet-Patterson 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 (STARS and Graduation 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
90	4	1	36	\$60	\$15,120
120	4	1.3	36	\$60	\$20,160
180	4	2	36	\$60	\$30,240

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. Courses must meet for at least three days a week, but 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.
 - 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.
 - 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

- Oluwaseyi Oseni, Specialist, Academic Recovery, Office of SEAD Strategy – oluwaseyi.oseni@k12.dc.gov
- Glenn Starnes II, Senior Deputy Chief, Office of SEAD Strategy – glenn.starnes@k12.dc.gov

Helpful Resources

[DCPS Credit Recovery Policy](#)

Career & Technical Education (CTE)/NAF

Purpose

DCPS offers career education pathways supported by the Carl D. Perkins Career & Technical Education Act of 2006 (Perkins) across 18 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. The objective of CTE programming is to ensure that all CTE participants (successfully complete 1 course in a CTE program of study) become CTE concentrators (successfully complete 3 courses in the same CTE program of study), with the ultimate goal of becoming CTE completers (successfully complete 4 courses in the same CTE program of study).

DCPS also established 38 NAF Academies (formerly known as National Academy Foundation) to further support CTE programming. 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.

Career education programs, including 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.

Requirements

CTE

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 appear on school budgets through direct allocations; they 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. In alignment with the purpose of ensuring CTE participants become CTE concentrators and completers, schools shall schedule the full course sequence in their designated programs of study.

NAF

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 Office of SEAD Strategy approval. The Director positions are locally funded and appear on school budgets through direct allocations; they are required to ensure sustainability of the program.

The Postsecondary Success Programs Division requires NAF Academies to have at least 1 Career Technical Education teacher (CTE Teacher, ET-15, unless otherwise noted) per program of study to sustain a quality program and schedule for required course offerings, as determined by a school's master schedule. Depending on enrollment, additional teachers may be required to stay in compliance with WTU class size guidance. 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 9 through 12; schools determine if students begin their NAF Academy experiences and coursework in either 9th or 10th grade.
- The curriculum for the 3-4 courses within each program of study is determined by the approved course sequence.

How Funds Are Allocated

CTE

The Postsecondary Success Programs Division in the Office of SEAD Strategy consults with Principals and provides the School Finance Team with the number of CTE and/or Vocational Education teachers required by the school to maintain programming. Schools must go through a sunseting process to remove CTE programs, which can take between 1 to 3 years to finalize.

NAF

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 Postsecondary Success Programs Division in the Office of SEAD Strategy and consultation with school leaders.

Non-Personnel

All academies will have access to federal and local grant funds (Career Academy, Perkins, etc.) through Central Services (CTE Department); the amount academies receive will vary based on academy outcomes and compliance. These funds may be spent on identified priorities that may change year over year. Examples may include supplies, professional development, equipment, marketing, and work-based learning activities intended to support the success of students in the program. All non-personnel requests on grant funds are submitted to the District's CTE Director for review, approval, and submission. In the spring, schools should submit a draft spend plan with potential needs for the upcoming school year to sustain their program.

Budgeting Recommendations/Menu of Options

CTE/Vocational Education 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. Schools may use flexible funding to budget for additional CTE teachers to staff their programs and academies if desired, but allocated positions may not be removed.

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.

Additionally, schools can budget for an Assistant Principal to provide school leadership specific to CTE and NAF programs of study. Unlike NAF Directors, Assistant Principals have evaluative authority and are required to hold OSSE Administrative licensure. As there is no specific AP – CTE/NAF position, Principals should select the appropriate Assistant Principal position that fits their program.

Central Support

Financial

Utilizing the centrally managed federal and local grants, the Postsecondary Success Programs Division supports the purchasing of supplies, professional development, equipment, marketing, and work-based learning activities intended to support the success of students in the program. Requested non-personnel services funds must be spent on allowable uses according to each specific grant.

Non-Financial

The Postsecondary Success 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 instructional coaching and training. Additionally, they provide budget management and support to meet annual funding goals.

Point of Contact

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

Helpful Resources

[DCPS CTE Website](#)

Grade Level Academies

6th Grade Academies

6th Grade Academies ensure a smooth transition into middle school by providing additional supports and experiences in the following areas: Attendance, Academics, and Sense of Belonging. 6th Grade Academies shepherd and support students through the most challenging school transition of their lives and put them on a path to academic success in middle school, high school, and beyond.

Effective 6th Grade Academies provide rich, responsive, and well-rounded educational experiences for students entering middle school. Teachers provide personalized instruction and frequent feedback to students, ensuring high engagement with cognitively demanding tasks while prioritizing the development of students' social, emotional, and organizational skills. Students become bonded, confident, and happy in close communities of learners, working toward individual and collective goals.

There are 6th Grade Academy Academies at all 11 Title I middle schools in DCPS: Brookland, Eliot-Hine, Hart, Ida B. Wells, Jefferson, Johnson, Kelly Miller, Kramer, MacFarland, Sousa, and Stuart-Hobson.

9th Grade Academies

9th Grade Academies nurture first-year 9th-grade students, so they transition successfully to high school, promotion, graduation, college, and career. "First-time 9th-grade student" is defined as a student whose first 9th grade year is the current school year. All first-time 9th grade students are included in the academy model, including students receiving special education services with 20+ hours on their IEPs and all multilingual students beginning in SY25-26. 9GA students should be registered in English 1 in the current school year, since English 1 and at least 6 credits are required for promotion to the 10th grade and for graduation.

Effective 9th Grade Academies provide rich, responsive, and well-rounded educational experiences for students entering high school. 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, create clear expectations for all facets of schooling, and maintain a high-quality learning environment. Progress and results are measured by (1) “on-track to promote” rates each term and final promotion rates after summer school each year and (2) school attendance as measured by an average in-seat attendance rate.

DCPS offers this program to increase the number of 9th graders who graduate from high school in four years. The high schools that currently have this program—Anacostia, Ballou, Cardozo, Coolidge, Eastern, Dunbar, Ron Brown, Roosevelt, and Woodson—have a demonstrated need in this area.

How Funds Are Allocated/Requirements

Every school is allocated an Assistant Principal to oversee academy operations, evaluate staff, and support students. Academy Assistant Principals must be fully dedicated to academy implementation, with additional duties as time permits. Since the Assistant Principal position is prerequisite to the academy work, there are no staffing alternatives to maintain the academy model.

Each academy is also allocated a specific amount of administrative premium and non-personnel dollars relative to its size to fund academy operations and activities. These funds appear on school budget profiles but are managed by Central Services. Schools cannot adjust these allocations but are welcome to budget for extra academy support using flexible funding.

Additionally, the 9th Grade Academies program is subject to the terms of the Title I grant which funds it. Academy money must go directly to support 9GA students, teachers, and staff, and spend plans must meet the terms of the Title I grant.

Central Support

Financial

Academies should work with Central Services to design, adjust, and implement their administrative premium and non-personnel spend plans. No additional financial support from Central Services is provided.

Non-Financial

The Director of Grade Level Academies leads ongoing, job-embedded professional development for 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

- Tavis Richardson, Director of Grade Level Academies – tavis.richardson@k12.dc.gov
- Greg Dohmann, Senior Director of Graduation Success Initiatives – greg.dohmann@k12.dc.gov

Helpful Resources

- [6th Grade Academy Handbook](#)
- [9th Grade Academy Handbook](#)

International Baccalaureate (IB)

Purpose

DCPS supports 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	Middle Years (Years 1-3)	Middle Years (Years 4-5)	Diploma
Schools that are IB-authorized or expected to be authorized for SY25-26	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 of six groups of study	Teachers for each of 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	Exhibition Project Coordinator	Community Project Coordinator	Personal Project Coordinator	CAS (Community, Action, Service) Coordinator-project for IB Diploma candidates at

teacher, or a 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 Program)	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?
<i>*IB Certificate Renewal:</i> 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
<i>*Mid-Atlantic Association of IB World Schools Fee (IBMA):</i> Provides member benefits including access to professional development and IB Coordinator network	Allocated equally to each school for their IBMA membership per the IBMA fee schedule.	Central Services	Yes
<i>*IB Professional Development:</i> Professional development for staff required by IB to maintain IB status	Schools’ funds are allocated based on the number of IB programs they have, the number of IB students at a school, teacher turnover, and other PD	Schools should inform the Central Services POC before all PD purchases. If a purchase order is required, the requisition needs to be submitted by Central	No

	requirements needed to maintain IB status.	Services. Purchases made with a PCard can be completed by the school.	
<i>*IB Authorization Visit:</i> Required evaluation for each IB program every 5 years	Allocated to each school every five years (schedule varies by school) based on the IB fee schedule.	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 Program 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
<i>*Diploma Fees:</i> 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>.

JROTC

Purpose

Army Junior Reserve Officers' Training Corps (JROTC) or Navy JROTC (collectively, "JROTC") are dynamic, challenging, and rewarding leadership development partnerships, in the Career and Technical (CTE) Program of Studies, based on the principles of performance-based, learner-centered education that promote 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. They introduce DCPS students to enhanced STEM instruction in the areas of Cyber Security, Drones, and Robotics, offering students a pathway for career and college opportunities.

Requirements

Based on an agreement with the Department of Defense, programs must have two instructors:

- Senior Army Instructor (SAI)/Senior Naval Science Instructor (SNSI) who is a commissioned officer or Warrant Officer (Teacher – JROTC Department Chairman)
- Army Instructor (AI)/Naval Science Instructor (NSI) who is a non-commissioned officer (Teacher – JROTC Instructor)

Unless otherwise noted, both JROTC 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 partnership 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 Postsecondary Success Programs Division in the Office of SEAD Strategy 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 Services 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.

Point of Contact

Colonel (Retired) Martin D. Compton, Director, JROTC, Office of the SEAD Strategy
– martin.compton@k12.dc.gov

Helpful Resources

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

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 non-personnel allocation, \$22.04 per student is locked as “Library Funds” for the DCPL MOU and electronic library services. These NF1 funds are restricted—Central Library Programs will collect these specific funds from each school budget account to meet MOU requirements. This is done to provide sufficient resources for all 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.

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 SY25-26 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.
- Schools should follow the scheduling recommendations found on the [DCPS Library Programs SharePoint website](#).

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 sufficient 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 SY21-24, 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 as part of the new Digital Literacy and [Library Research Skills Curriculum](#)
- 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 as assigned

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.

Point of Contact

Dr. Kevin M. Washburn, Director, Library Programs, ACE/OTL – kevin.washburn@k12.dc.gov, 202-680-2842

Helpful Resources

- [IMPACT Standards for School Libraries and Librarians \(Guidebook #9\)](#)

- [OSSE Licensure Requirements](#)
- [Academic and Creative Empowerment Planning](#)
- [Library Programs SharePoint](#)

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. The information below applies to the following schools, which are part of the DPR Memorandum of Understanding (MOU) agreement: Ballou HS, Cardozo HS, Dunbar HS, Jackson-Reed HS, Marie Reed ES, Roosevelt HS, and Woodson HS.

How Funds Are Allocated/Restrictions

Personnel

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 be allocated a Health & PE Aquatics Teacher and a Recreation Specialist (Aquatics) to support pool programming at their school.

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

Non-Personnel

Schools will receive \$173,326 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 also be allocated \$5,000 in supply funds for pool supplies. These locked funds are also managed by Central Services and are used to purchase the supplies and materials needed for swimming instruction. Pool supplies are only to be used to support swimming instruction.

3rd Grade Swim Program

Students from the 77 schools below will travel to nearby pools for swimming instruction.

¹ Marie Reed ES will receive \$115,551 through the MOU.

SY25-26 Schools Participating in 3 rd Grade Swim Program				
Amidon-Bowen ES	Bancroft ES	Barnard ES	Beers ES	Boone ES
Brent 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	Eaton ES	Excel Academy	Garfield ES
Garrison ES	H.D. Cooke ES	Hearst ES	Hendley ES	Houston ES
Hyde-Addison ES	J.O. Wilson ES	Janney ES	John Francis EC	John Lewis ES
Ketchem ES	Key ES	Kimball ES	King, M.L. ES	Lafayette ES
Langdon ES	Langley ES	LaSalle-Backus ES	Leckie EC	Ludlow-Taylor ES
Malcolm X ES @ Green	Mann ES	Maury ES	Miner ES	Moten ES
Murch ES	Nalle ES	Noyes ES	Oyster-Adams EC	Patterson ES
Payne ES	Plummer ES	Powell ES	Randle Highlands ES	Raymond ES
Ross ES	Savoy ES	School-Within-School @ Goding	Seaton ES	Shepherd ES
Shirley Chisholm ES	Simon ES	Smothers ES	Stanton ES	Stoddert ES
Takoma EC	Thomas ES	Thomson ES	Truesdell ES	Tubman ES
Turner ES	Van Ness ES	Walker-Jones EC	Watkins ES	Wheatley EC
Whitlock ES	Whittier ES			

Participating schools will be allocated funding for the following items. Allocated funds appear on school budget profiles but are centrally-managed by the Health & PE Team in the Office of Teaching & Learning.

- 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

Special Education

Note: This section contains information for both Self-Contained and Inclusion positions. Self-Contained positions (teachers, aides, behavior technicians, and board-certified behavior analysts) are NF1 allocations, while Inclusion positions are NF2 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 special education administration roles have this function 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.

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

How 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 not 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 twice: once toward the appropriate inside general education ratio and once toward the appropriate outside general education ratio. Students whose IEPs contain only related services do not count toward the teacher staffing total.

Inclusion/Resource Teacher Allocation Classifications			
Setting: Inside General Education	Teacher-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.

Flexibility

Allocated Position	Approvable Alternatives	Notes
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 still be met.

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

Position	Roles and Responsibilities
Coordinator – Special Education	<ul style="list-style-type: none"> • Supports compliance monitoring and data collection • Establishes department's structures and procedures • Ensures delivery of special education services to students with disabilities • Provides professional development to general and special education staff
Manager – Specialized Instruction	<p><i>Includes responsibilities of Coordinator, and:</i></p> <ul style="list-style-type: none"> • 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, e.g., UDL planning, co-planning, co-teaching, high-leverage practices, and other inclusive practices

	<ul style="list-style-type: none"> • Conducts IMPACT evaluations for special education teachers, special education coordinators, special education assistants, behavior technicians, and special education aides. This role does not complete evaluations for school mental health and DSI related service providers. • The Manager – Specialized Instruction role is best suited for schools with fewer than 100 students with IEPs.
Director – Specialized Instruction	<p><i>Includes responsibilities of Manager, and:</i></p> <ul style="list-style-type: none"> • 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. This role does not complete evaluations for school mental health and DSI related service providers. • The Director – Specialized Instruction role is best suited for schools with 100 or more students with IEPs.
TLI Teacher Leader – Special Education	Supports all teachers with specially designed instruction in both the general and special education settings

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.

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

- Each school has an assigned manager of accountability and manager of inclusion from DSI who participate 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 Grimmertt (regina.grimmertt@k12.dc.gov)
- Academic Programs (Self-Contained Classrooms) – Regina Grimmertt (regina.grimmertt@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](#)

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).

How Funds Are Allocated

In FY26, the following schools will be allocated a Title I-funded reading specialist.

Title I-Funded Reading Specialists/Teachers	
C.W. Harris ES	Patterson ES
Langley ES	Stanton ES
Moten ES	Thomas ES

Budgeting Recommendations

Personnel

New reading specialists must be hired out of a district-approved candidate pool. Only educators holding a master's degree in reading are eligible to be hired as reading specialists.

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. The cost for both positions is the same, and the allocated specialist may be swapped through a petition.

Non-Personnel

It is strongly recommended that all schools with a reading specialist/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 shareen.cruz@k12.dc.gov.

Central Support

Non-Financial

Reading specialists/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.cruz@k12.dc.gov
- Anna Salzberg, Director, Elementary ELA and Social Studies – anna.salzberg@k12.dc.gov

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 FY26, Twilight programming will be offered at all Title I comprehensive high schools. Central Services also offers virtual course offerings available to eligible students in DCPS. Central Services 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. With approval from Central Services, schools can offer virtual Twilight classes as well.

SY25-26 High Schools with Twilight Funding	
Anacostia HS	Dunbar HS
Ballou HS	Eastern HS
Bard Early College HS	MacArthur 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 programming 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 dates of the term(s) and semester.
- Courses must be scheduled such 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 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

- Oluwaseyi Oseni, Specialist, Academic Recovery, Office of SEAD Strategy – oluwaseyi.oseni@k12.dc.gov
- Glenn Starnes II, Senior Deputy Chief, Office of SEAD Strategy – glenn.starnes@k12.dc.gov

Helpful Resources

[Twilight Program Overview](#)

NONFLEXIBLE 2 ALLOCATIONS

These allocations must maintain the intended purpose of funds but may be appealed to other uses within the intended purpose. Principals must demonstrate how they will meet related programmatic requirements.

Additional Compensation

How Funds Are Allocated

Based on historical spending of administrative premium and overtime, schools have the total amount of FY24 local administrative premium and overtime expenditures pre-budgeted from their NPS allocations as NF2 amounts. Principals may request to adjust these lines through the petitions process, but they must maintain at least 75% of the pre-budgeted administrative premium amount and at least 50% of the pre-budgeted custodial overtime amount. Additional compensation may otherwise be budgeted using flexible funding.

Overtime

For non-WTU and non-CSO members, time worked outside of an employee's tour of duty is compensated using overtime pay. The overtime rate is based on the employee's hourly rate at time-and-a-half. For more information on custodial overtime, please see the Custodial section.

Administrative Premium

Administrative premium pay is negotiated compensation for WTU members. This includes any ET-15 (including ET-15/10, ET-15/11, and ET-15/12) 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.

Eligible Activities

Below are examples of activities that are eligible for administrative premium. For a full list of eligible activities, please refer to the [WTU Collective Bargaining Agreement \(Section 36.8\)](#).

Administration of Medicine (AOM) Coverage

At least one staff member is required by law to be present to administer medication at all times. Schools should factor in afterschool and after hour field trip AOM coverage when planning for administrative premium, to ensure that there is always someone AOM-trained on site when students are present.

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. Compensation shall be in accordance with Article 23.17 of the WTU collective bargaining agreement.

- Also, 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.
- Finally, as of the latest CBA, administrative premium is available for ESOL, SPED, and co-teachers who provide coverage when a teacher is absent or unavailable. Exact details can be found in Article [23.17.6](#) of the WTU CBA.

Enrollment/Attendance

It is highly recommended that school leaders budget additional administrative premium and overtime pay to cover enrollment-related events that occur after hours and during the weekends. Additionally, if staff support with any after-hours and/or weekend initiatives related to attendance (e.g., home visits), it is recommended that funds are set aside to satisfy these requests. Examples include EdFEST, Enrollment Saturday, enrollment fairs, and open houses.

Exceeding IEP Case Manager Limit

Article 24.5.5 of the WTU Collective Bargaining Agreement provides an IEP (Individualized Education Programs) caseload limit (not instructional limit) for case managers, including Special Education teachers and Speech-Language Pathologists, of 15 students for the year. This refers only to the students with IEPs to whom the staff member is assigned as case manager. In cases where a Special Education teacher or Speech-Language Pathologist agrees to be the case manager for more than 15 students with IEPs annually, such WTU staff member 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/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.

Extra Duty Pay

The forms of compensation described (WTU extra duty pay, CSO extra duty pay, and non-WTU stipends) should be budgeted under “Extra Duty Pay” in the QuickBase budget application. The budget line “Stipends” is only for non-DCPS employees and should not be used for this purpose.

Please note that schools are required to budget for all non-athletic extra duty pay and non-WTU stipends other than the following, which are budgeted by Central Services. See a list of different types of non-athletic ED pay [here](#).

- Athletic coaches
- Reading clinics (small set of teachers)
- Technology POC stipends
- TLI/secondary department lead stipends

Non-athletic extra duty pay requests (except CSO extra duty pay) should be submitted through [QuickBase](#), and a Compensation Team representative will submit the request on behalf of the school with the school’s funding attributes.

WTU Extra Duty Pay

WTU extra duty (ED) pay is provided only to ET-15 (including ET-15/10, ET-15/11, and ET-15/12) employees in WTU positions. No other employee of DCPS, or non-employee providing services for the benefit of DCPS, is eligible to receive WTU ED pay. Usually, WTU ED pay is authorized for services performed beyond the normal tour of duty.

The following kinds of WTU ED pay have dedicated budget lines in the QuickBase budget application and should be budgeted as needed by a school separately from all other WTU ED pay:

- **Elementary Grade Level Chairs:** Principals interested in filling this role at their school for SY25-26 with an individual who is not also a TLI LEAP Leader will need to budget for it during FY26 budget development. The unit cost will be \$1,000 per Elementary Grade Level Chair, per the Washington Teacher’s Union Collective Bargaining Agreement (Section 36.10.2). Instructional Superintendents and Central Services will review and approve all requests to budget for

Elementary Grade Level Chairs. Additional guidance, including criteria and qualifications, is available in the Elementary Grade Level/Secondary Department Chairs section.

- **Special Education LEA Representative Designee:** If schools plan to designate an eligible and qualified staff member that is a teacher or TLI to be the local education agency (LEA) representative on their IEP team, they will need to compensate the individual. The rate is \$1,500 per year. Special education coordinators and other special education administrative roles have this function included in their tour of duty and do not require additional compensation.

[Difference Between Administrative Premium and WTU Extra Duty Pay](#)

Administrative premium is an hourly compensation provided for specific activities hourly through timesheets. Meanwhile, WTU extra duty pay is a lump sum of dollars provided to WTU members for qualifying activities. It is typically paid out at the end of each semester or year depending on the job advertisement.

[CSO Extra Duty Pay](#)

CSO members are eligible for extra duty pay at the administrative premium rate of \$60/hour for work performed on weekends or outside of their regular tour of duty. Supervisors must document when work is performed and provide written authorization for the payment of extra duty pay prior to the work being performed. CSO extra duty pay is not to exceed 10 hours per week. This payment is made through a timesheet entry in PeopleSoft, and the time reporting code is EXDU.

Principals and Assistant Principals receive an annual extra duty stipend of \$5,000 in recognition of substantial after hours work and commitment, however this stipend is budgeted by Central Services. Extra duty pay for CSO employees in non-leadership positions should be budgeted by schools.

[Non-WTU Stipends](#)

A supervisor may appoint an employee in a non-WTU position 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.

[Points of Contact](#)

- For allowability questions: DCPS Compensation Team – dcps.compensation@k12.dc.gov
- For spend tracking: School Finance Team – dcps.schoolfunding@k12.dc.gov

[Helpful Resources](#)

- [DCPS Way](#): Access this link to view historical expenditure data for additional compensation, as well as FY25 available balances.
- [Extra Duty Pay QuickBase Application](#)
- [Types of Non-Athletic Extra Duty Pay](#)

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 6,600 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 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.

Position	Requirement	Hourly wage	Hours per day	Note
Afterschool Site Leader	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	Required	\$22/hour	1.5 hours per day ²	See staffing model above

² There will be some instances of external hires that are not daytime DCPS aides or individuals with adjusted tours of duty that will be eligible for 2.5 hours of pay per day.

- Principals must work directly with OSTP Coordinators or their full-time or part-time, school-based Afterschool Coordinator, and Employee Services (HR) in managing the hiring process for afterschool site leaders, teachers, and paraprofessionals.
 - Preference should be given to current DCPS employees. However, if there are not enough DCPS employees who are interested in working in afterschool programs, principals should work with Employee Services to hire non-DCPS employees.
 - Schools must be fully staffed for the first day of afterschool programming.
 - At least one afterschool staff member must have taken Administration of Medication (AOM) training and be present from the end of the school day to 6:00 pm daily.
- **Hours:** Afterschool programs meet Monday through Friday from the end of the school day to 6:00 pm (2:30-5:30 at River Terrace EC).
- **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, wellness, STEM, financial literacy, 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.

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 school’s capacity to staff the program,
- 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 schools plan to hire two paraprofessionals for grades PK3 and PK4 instead of the teacher-paraprofessional combination. This is not recommended outside of ECE. This recommendation allows for increased safety and supervision of children by reducing the staff-to-student ratio to 1:10 for the entire program period (given the longer tour of duty for paraprofessionals). Schools are budgeted for a teacher-paraprofessional pair for all afterschool groups. However, when program registration is done before the start of the school year, principals and afterschool/OSTP coordinators should review the actual program registration to adjust the staff hiring plan accordingly (e.g., reducing one teacher position and increasing one paraprofessional position to cover each ECE group).

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, hire more staff to expand seats, pay for an additional Site Leader if the program is very large or complex, 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 provide a range of regular programming including but not limited to athletics, arts, STEM, tutoring/academic support, etc. Many providers have their own funding and can offer programming at low/no-cost to DCPS schools and families. 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

- Margot Berkey, Specialist, Out of School Time Programs – margaret.berkey@k12.dc.gov
- Elizabeth Robinson-Pugh, Specialist, OSTP Operations and Engagement – elizabeth.robinson@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.

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		
<ul style="list-style-type: none"> • 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 		
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

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 an additional Custodial Foreperson, please reach out to your Strategic Staffing Coordinator to determine the SW grade level.

Custodial Staff Classification	Basic Duties
RW-3	<ul style="list-style-type: none"> • General cleaning and light maintenance as written in job description • CANNOT open/close the building
RW-5	<ul style="list-style-type: none"> • General cleaning and light maintenance • CAN open/close the building
SW-1, SW-3, SW-5 (Foreperson)	<ul style="list-style-type: none"> • Working supervisor overseeing RW-level employees • CAN open/close the building

Custodial Supplies

Schools are allocated custodial supplies at a base rate of \$2,828.24 (a 3.3% inflation increase from FY25) with an additional amount added for square footage. High schools receive an additional 8 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

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 supplies 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.

Square Footage/Modernizations

The custodial allocation model contains updated square footage for all schools modernized up through SY24-25. The database used for square footage is the shared database with the Department of General Services. As schools become modernized or as permanent small capital projects impact square footage, those updates will be reflected as part of the allocation model for the following fiscal year. Schools in swing spaces or occupying trailers through a modernization will not see changes to their square footage in the model until (1) the project(s) are completed, (2) updated square footage is finalized, and (3) they are slated to move in during the upcoming school/fiscal year for which the budget is being developed. Please note that existing teams should be retained during modernizations to ensure adequate coverage at swing space sites.

Budgeting Recommendations

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 should budget enough custodial overtime to cover all planned activities or programs, as well as to cover for custodial leave. Spending will be closely monitored through a custodial overtime tracker to ensure schools remain within their allocated budget. The lack of appropriate funding for overtime may affect a school’s ability to offer programs outside of regular hours.

Given this, schools have the total amount of FY24 local overtime expenditures pre-budgeted from their NPS allocations as NF2 amounts. Principals may request to adjust this line through the petitions process, but they must maintain at least 50% of the pre-budgeted custodial overtime amount.

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

- **TSHO Selection:** Charlena Murray, Division Specialist, SSOs – charlena.murray@k12.dc.gov
- Dedra Adams, Deputy Chief, Strategic School Operations & Warehouse Logistics – dedra.adams@k12.dc.gov

Helpful Resources

[Teamsters Local 639 Contract](#)

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 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 Spanish-speaking multilingual learners and a means to acquire a language other than English for English-dominant speakers. Please note that any DL multilingual learners whose home language is not Spanish must receive appropriate ESOL services as outlined by LAD guidance.

Note: DL programs serve as the ESOL Service Delivery Model for 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) programs. Schools will receive an 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	\$1,000/At-Risk Non-ML
\$500/Non-ML, including At-Risk Non-MLs	\$200/Not At-Risk Non-ML elementary
(meaning At-Risk Non-MLs receive \$1,000 + \$500)	\$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 access, 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 adequate support for 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)	<ul style="list-style-type: none"> Interventionist to support Spanish language development and/or provide support for late arriving students Classroom/content teacher to support DL program staffing

Non-Personnel Spending Recommendations

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

- Licenses for Spanish interventions (Please note that in SY25-26, schools will need to purchase Imagine Español)
- Acceleration programming
- Out-of-School Time language-focused enrichment
- Family outreach specific to language learning
- Spanish classroom and school library books and replacement of lost or destroyed materials from previous curricular kits

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-5
- Spanish Reading Assessment for 3-5 (Star was utilized for SY24-25, however another assessment is being studied for SY25-26. If a change in assessment is approved, an update will be shared with schools during spring 2025).
- MClass Lectura Spanish Reading Assessment for K-2
- Benchmark Fonetica y Gramatica for K-2, including digital access (for new classrooms)

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.

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).

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.

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, especially in the case of larger programs (more than 4 ECE classrooms).

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.

Non-Personnel

The Early Childhood Division no longer provides replenishment supplies and/or replacement furniture or nap mats to Pre-K programs. Instead, schools should budget for Pre-K classroom materials and other non-personnel expenses using the supplemental ECE weight. It is suggested that schools plan to budget at least \$5,700 in non-personnel spending per Pre-K classroom to cover ECE-specific needs anticipated in a typical year. But schools, of course, will need to update this amount based on their specific needs for field trips, inner core, and other programming. These expenses include, but are not limited to:

Budget Item	Recommended Annual Budget (Per Classroom)
Consumable Art Materials Examples: glue, paint, crayons, markers, etc.	\$400
Health and Safety Materials Examples: pull-ups, wipes, gloves, cleaning materials, tissue, outlet covers, first-aid kits, cabinet locks, family style meal items	\$500 This may be higher based on the school's typical need for pullups and whether children transition away from needing them throughout the year. Typically, pull-ups for a child who wears them the entire year, would be approximately \$200.
Toys, Books, and Manipulatives The school should plan to replace a portion of the classroom materials annually, replacing any broken, torn, or worn-down toys or books.	\$500
Furniture Replacements DCPS-purchased furniture and carpets typically carry at least a 10-year warranty* and, in many cases a lifetime warranty, but this does not cover wear and tear from typical use. Thus, schools will likely want to replace soft items (e.g., carpets) every 5 years and other items every 10 years.	\$1,300 (to replace items on an as-needed basis) Costs to Consider: Large Carpet (\$600) Classroom Tables (\$300-\$500 each) Bookshelves (\$300-\$700 each)
Nap Mats	\$250 (if the school plans to replace 4 mats or 3 cots annually)

DCPS-purchased nap mats typically carry a 5-year warranty, and cots carry a life-time warranty* but that does not cover wear and tear from typical use. Thus, schools will likely want to replace mats every 5 years and cots a little less often.	Note: If the school plans to replace all cots or mats in a given year they should budget \$1,100 for mats or \$1,900 for cots.
Field Trips This amount will vary greatly based on the trips that the schools choose to take and may likely need to be increased to meet school needs.	\$2,000
Inner Core Experiences	\$750 (This will vary by school.)
Total Per Classroom	\$5,700

*It is recommended that schools contact the vendor or ECED (dcps.earlychildhood@k12.dc.gov) to explore warranty options on items marked with an asterisk before purchasing replacements

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 direct coaching and support such as leading LEAP seminars, providing individual teacher coaching, and providing 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 may 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

- Abigail Daniels, Senior Deputy Chief, Early Childhood Education – abigail.daniels@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](#)

Global Studies Schools

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.

For a current list of Global Studies Schools, please visit [the website](#). Schools that are interested in becoming a Global Studies School should contact Bianca Duphey (Director, Academic Innovations) and their Instructional Superintendent.

How Funds Are Allocated

Global Studies Schools are allocated non-personnel services (NPS) funding, of which \$100 dollars is required to go to their Global Education Benchmark Group (GEBG) membership. The additional funds may be used on program supplies and professional development. Additionally, the schools are allocated administrative premium funding to support a non-positioned coordinator role. Principals can budget for personnel and non-personnel items using flexible dollars.

Non-Personnel Services Allocation

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

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, which will be procured by the Global Education team.

Personnel Services Allocation (Administrative Premium)

Allocated funds should be used to provide a premium for a dedicated coordinator or POC who will oversee Global Studies programs. This individual will ensure effective communication, program implementation, and alignment with educational goals.

Requirements

Staffing requirements for SY25-26 by program and school are as follows:

Program	Elementary School	Middle School	High School
Global Studies POC	Each school requires a dedicated point of contact to facilitate school-based implementation and coordinate with the Global Studies Specialist.		
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

Budgeting Recommendations

Budgeting for Global Studies Schools requires careful consideration of various factors to ensure that educational programs are effective and that resources are allocated efficiently. Here are some recommendations:

Non-Personnel Services

- **Curriculum:** Budget funds for the development and/or procurement of a curriculum that incorporates global issues, cultural studies, and language learning. Consider investing in resources that support experiential learning and interdisciplinary approaches.
- **Professional Development (PD):** Invest in PD for teachers to enhance their knowledge of global issues and pedagogical strategies. Workshops, conferences, and online courses can help educators stay current with global studies trends.
- **Extracurricular Activities:** Support clubs and organizations that promote global awareness, such as Model United Nations or cultural exchange clubs. Budget funds for events, guest speakers, and community outreach programs.
- **Research and Resources:** Invest in access to research databases, libraries, and materials that focus on global studies. This includes subscriptions to academic journals and purchasing books that cover a wide range of global topics.

- **Community Partnerships:** Collaborate with local organizations, NGOs, and global institutions to enhance educational offerings. Budget for joint projects or events that can enrich the school’s curriculum and provide real-world connections.
- **Sustainability Initiatives:** Incorporate budgeting for sustainability projects that teach students about environmental issues on a global scale. This could include school gardens, recycling programs, or partnerships with environmental organizations.

By prioritizing these areas in the budget, Global Studies Schools can create a rich, engaging environment that prepares students to navigate and contribute to an increasingly interconnected world.

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 the Global Studies School Program.

Non-Financial

Central Services offers essential support to schools by facilitating professional development and assisting in the identification and establishment of school partnerships. They also aid schools in creating and executing plans for Global Studies School programming. Furthermore, Central Services coordinates and promotes events for Global Studies Schools. Additionally, they handle the procurement of GEBG memberships.

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 Schools at <https://dcpsglobaled.org/>
- Contact Caroline Faircloth for the Global Studies School Implementation Guide.

Multilingual 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, to supplement 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. 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.

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 SBB funding. Once the required Bilingual Counseling positions are pulled from the ML SBB funds, the remaining funds must be used in direct support of ML students.

Requirements

ML students must have access to all programming offered within the school community. This relates to academic, related arts and 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. 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.

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 <ul style="list-style-type: none"> • 1 ESOL teacher at 17-22 students • 1.5 ESOL teachers at 23-33 students • 2.0 ESOL teachers at 34-44 students

*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 appears on school budgets but cannot be used for other purposes. Itinerant ESOL teachers are managed and assigned to schools by the Language Acquisition Division (LAD).

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.

ESOL Teacher Responsibilities – Itinerant ESOL Teacher (Part-Time or Full-Time)

- 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 a 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	<ul style="list-style-type: none"> • 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@k12.dc.gov to identify instructional supplies that are needed.

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 historically, as per the agreement with the Office for Civil Rights (OCR) and DCPS, which remains in place. The Bilingual Counselors that are pre-budgeted are not flexible. Bilingual Counselors should be dedicated exclusively to working with ML students and their families. The Bilingual Counselors 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 Coordinator (Secondary)
- ESOL Instructional Coach
- ESOL TLI
- 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. Connect with Maria.Austria@k12.dc.gov for more information.

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 SY25-26.

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. Educators can 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 data, effective instructional activities, and classroom-based application. Through a broad offering of research-based professional learning modules and instructional tasks, educators have access to curated tools to help students acquire language and 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 with the development of language in all four domains.	Paid in full for selected schools and MLs at specific WIDA levels 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 challenging text.	Paid in full by LAD	K-12 student-facing
RAZ Plus ELL	Support Multilingual learners with tools, resources, and research-based strategies to	Paid in full by LAD	K-12 student facing

	<p>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.</p> <p>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.</p>		
RAZ Plus	<p>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.</p>	Paid in full by LAD	K-12 student-facing
WIDA Screener Online (formerly WIDA Paper Screener)	<p>For SY25-26, 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.</p>	Paid in full by LAD	K-12
WIDA Model Online	<p>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.</p>	Paid in full by LAD	K-12
PreIPT	<p>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.</p>	Paid in full by LAD	PK3-PK4
Internationals Learning Network (INPS)	<p>The INPS is an organization that can support middle and high schools with specific cohort level structures and PL for all staff. INPS services are tailored for ML students who recently arrived and are at</p>	<i>LAD will no longer be able to pay for INPS supports;</i>	8-12 School staff-facing

	the beginning of English language acquisition. The structures are research-based.	Schools should use ML SBB	
iLit	<i>iLit</i> offers you a flexible literacy suite to support your core ELA curriculum. Use <i>iLitELL</i> 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.	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 as learning evidence.	Schools should use ML SBB	6-12 student-facing

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 and graphic novels
- 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.)
- Interpretation needs for the school community. (LAD will have limited funds to cover interpretation needs and will direct those funds to full-school events with documented outreach to the families of ML students. Smaller events should be funded through the ML SBB funds. Please reach out to language.access@k12.dc.gov for support and guidance.

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 considerate 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

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 transition by guiding course selection and addressing early adolescent challenges. They provide SEL-based lessons and small group interventions on topics like conflict resolution and academic success. Counselors meet individually with 8th-grade students to address interpersonal challenges and prepare them for high school. They also support students at risk of failing by teaching organization, study skills, and goal-setting. As students near high school, counselors focus on college and career exploration to lay the foundation for future plans.
- High school counselors guide students in course selection, helping them align choices with future goals. They provide information on academic options, including career and technical education, AP courses, International Baccalaureate programs, dual enrollment, and community service. Counselors also assist with college entrance exam registration (e.g., PSAT, SAT, ACT) and help students access financial aid and scholarships. With expertise in adolescent development, learning strategies, and social skills, counselors support students' academic and personal success. Additionally, they offer short-term counseling for students facing social-emotional challenges.

How Funds Are Allocated

- Grades PK-5: Schools are allocated flexible 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

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.
- School counselors support students and their families with yearly academic transcript review conferences.

Best Practices

- School counselors should not serve as 504 coordinators, bullying coordinators, testing coordinators, attendance leads, hall monitors, 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-developing students, the recommendation is one School Counselor for every 100 students.

Menu of Options

Schools can elect to budget for a Director – School Counseling role to provide school leadership specific to counseling programming and scope and sequence.

The Director – School Counseling is a 12-month position. Directors would serve as the school counseling POC and manage the work of the program and could hold evaluative authority. This position is available for middle and high schools who have at least three school counselors or serve at least 750 students.

Central Support

Financial

There is a small Central Services budget to purchase curriculum and resources for school counselors. Counselors can submit their budget requests 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

- Damali Stewart, School Counseling and Postsecondary Planning Manager, Office of Social, Emotional, and Academic Development (SEAD) Strategy – damali.stewart@k12.dc.gov
- Brittany Crumbling, PK-5 School Counseling Specialist, Office of Social, Emotional, and Academic Development (SEAD) Strategy – brittany.crumbling@k12.dc.gov
- Malik Williams, 6-12 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](#)

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 FY26, DCPS will continue to 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 are allowed in this process.

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.

Role of Social Workers

Social Workers are the only school-based mental health staff who are licensed by both 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 NF2 allocations. Any change must still ensure that school mental health needs are met based on the position roles above. **No school will be allowed to petition away allocations to zero during budget development.**

Additionally, beginning in FY26, select schools with a history of reprogramming or persistent vacancies in their School Psychologist or Social Worker positions will be required to contribute to the cost of their itinerant support. These schools will be notified directly by the School Mental Health Team and will not be permitted to petition any of their allocated School Psychologist funds.

Schools without a history of persistent vacancies who petition a School Psychologist or Social Worker must still retain at least 0.5 FTEs for each position but can use the rest of their allocated funds to add an alternative School Mental Health or Social Emotional Learning/School Climate position(s); no other position types will be approved. Any remaining savings from this change can be put towards administrative premium.

Please see below for additional criteria used to assess the validity of 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 city-wide related tasks.

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

1. School Mental Health (SMH) and Social Emotional Learning (SEL) alignment – All petitioned roles must still support SMH or SEL; petitions for roles that do not support SMH or SEL will be denied.
2. Prior requests for support – the level of support requested by the school for service delivery or assessments that are unmet by the allocated position(s).
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.

School Psychology Paid Internship Program

The School Psychology Paid Internship Program offers an opportunity for aspiring school psychologists to gain hands-on experience while supporting schools in need. Interns can earn up to \$30,000 for completing 1,200 hours of service. This program not only bridges the gap in mental health services but also helps shape the next generation of school psychologists through real-world practice.

Schools that have budgeted for a full- or part-time psychologist and have not yet filled the vacancy by late spring may be eligible to host an intern for the coming school year. Interns can ensure that students receive essential psychological services. The School Psychology team will determine which schools are the best fit for the intern and the vacant role, ensuring an optimal match. Potential criteria for selection include IEP caseload, psychology assessment needs, school culture/climate, and the availability of a school psychologist mentor that will be critical to the success of the student. Selected schools will be contacted directly by Kevin Parker regarding next steps for placement.

During summer reprogramming, selected schools may reassign their School Psychologist vacancy to a Paid Intern position. The total cost for the Psychology Intern position is \$58,000. This covers the intern stipend (\$30,000), the contracts needed for testing services (\$25,000), and a \$1,500 per semester (total \$3,000) stipend for Internship Field Supervisors.

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

Title I – Parent & Family Engagement

Purpose

Title I-A is a grant that provides supplemental funds to LEAs and schools, with the intent that the extra support and resources must help all students have a fair, equal, and significant opportunity to achieve

academic proficiency on state standards and assessments. Schools that serve grades kindergarten through 12 and have a high concentration of students from low-income households are eligible for the Title I-A grant.

DCPS must reserve no less than 1 percent of its Title I-A allocation to conduct parent and family engagement activities. This allocation is distributed exclusively to Title I schools on a per-pupil basis based on schools' poverty enrollment. The funds are supplemental to schools' local funding and must be used to support family engagement initiatives. Parents of children receiving Title I-A services must be involved in decisions regarding how these funds will be used.

In FY26, Title I schools may submit petitions to budget their Title I – Parent & Family Engagement dollars into specific NPS lines. These funds will automatically load into general supplies if not petitioned. When submitting a petition, please consult the guidance below and provide a detailed spend plan for review. Petitions will be reviewed by the Grants Team to ensure compliance.

Allowable Uses

Strategies funded by Title I-A should be implemented using evidence-based activities or interventions. Title I-A funds may not be used for expenditures that would otherwise be paid with local funding. To avoid supplanting, schools should design their Title I-A programs to be supplemental to their basic academic programs.

Examples of allowable Title I – Parent & Family Engagement expenditures include:

- Consumables, such as paper, glue, and scissors, for parent and family engagement projects
- Instructional kits, workbooks, reading materials, and other items included as part of a parent and family engagement activity
- Supplies and materials for a parent and family resource center (including copy paper and reading materials) or to assist families' understanding of curriculum and content standards
- Professional services (e.g., guest speakers, customized resources, etc.) to host parent and family engagement activities
- Contracts with community-based organizations to provide parent and family engagement services more appropriately provided by an external agency
- Literacy/skills training, including professional development for parents and families
- Meetings to engage parents and families in the planning, development, and evaluation of Title I programs
- Translation of information into any language spoken by a significant percentage of the parents and families of Title I students
- Communication and printing to provide ongoing outreach and information services to parents and families

Points of Contact

- Nicole Clements, Manager, Grant Administration – nicole.clements@k12.dc.gov
- 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

Purpose

Title II-A grants are provided to educational agencies to:

- Increase student achievement consistent with challenging state academic standards
- Improve the quality and effectiveness of teachers, principals, and other school leaders
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

How Funds Are Allocated

All schools receive a per-pupil allocation of Title II funding to be used for professional development. Funds may be used for activities that are meant to implement the most effective strategies for improving the instructional quality of a school. Keep in mind that strategies should be implemented with evidence-based activities or interventions. Title II funds may not be used for expenditures that would otherwise be paid with local funding. To avoid supplanting, schools should design their Title II programs to be supplemental to their basic programs for educator development, recruitment, and retention.

In FY26, schools may submit petitions to budget their Title II – Professional Development dollars into specific NPS lines. These funds will automatically load into professional development if not petitioned. When submitting a petition, please consult the guidance below and provide a detailed spend plan for review. Petitions will be reviewed by the Grants Team to ensure compliance.

Budgeting Recommendations/Requirements

Title II funds can be used for professional development that includes teachers of every subject, as well as all other school staff – from principals to librarians to paraprofessionals. 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 a school's [Comprehensive School Plan](#)
- Are intended to improve teachers' knowledge of subjects they teach, their understanding of effective instructional strategies, and their classroom management skills
- 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

Allowable uses include:

- Conference registration fees for school-based staff to enhance their professional learning
- Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers and school leaders
- Funding professional development activities that may include tuition and employee training to improve classroom instruction and/or teacher performance
- Increasing teacher effectiveness for students with disabilities and English learners
- Membership fees for professional learning platforms and/or organizations
- Personalizing professional learning
- Preventing and recognizing child sexual abuse
- Professional services to host professional learning opportunities for school-based staff
- Providing feedback mechanisms to improve working conditions
- Providing instruction in the use of data and assessments to inform classroom practice
- Providing training for teachers and principals in the use of technology that improve teaching and learning
- Recruiting, hiring, and retaining effective teachers
- Supporting awareness and treatment of trauma and mental illness
- Supporting early education
- Supporting effective use of assessments
- Supporting gifted and talented students
- Supporting postsecondary and workforce readiness
- Supporting science, technology, engineering, and mathematics
- Supporting school library programs
- Travel costs incurred to attend out-of-town professional learning

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

Helpful Resources

For more information, please view OSSE's Title II-A resource, [here](#).

Points of Contact

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

FLEXIBLE ALLOCATIONS

These allocations are fully flexible and may be budgeted at a principal's discretion.

At-Risk

For FY26, 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 FY26, this per-pupil dollar amount is \$4,069 per student. This per-pupil amount is 27% 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 \$1,055 per student over the 40% threshold. Schools with more than 70% At-Risk students receive an additional \$1,055 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.

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. For FY26, the per-pupil amount for the Over-Age Supplement is \$814, which is 5.4% of the UPSFF foundation level.

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 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 funding is allocated through student-based funding, which 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.

Non-Personnel Spending (NPS) Allocation

How Funds Are Allocated

The FY25 per-pupil amount was based on historical spending data, across the different school types. The FY26 per-pupil NPS allocation is a 3.3% increase compared to the FY25 NPS allocation to account for inflation. Projected enrollment was multiplied by the per-pupil amount to calculate the allocation. Below are the FY26 per-pupil amounts by school type:

- Elementary Schools & Early Learning Centers: \$372/student
- K-8 Education Campuses: \$379/student
- Middle Schools: \$392/student
- High Schools (including Secondary Education Campuses and Alternative High Schools): \$681/student
- Special Education Campuses: \$2,477/student

Schools should note that a portion of their NPS allocations are pre-budgeted for the following:

- **Library MOU:** In FY26, the library programming allocation to fund the DC Public Library MOU and district-wide electronic library resources is included in the NPS Allocation. Every school's specific amount (\$22.04 per student) has been locked at an NF1 flexibility.

- **Administrative Premium/Overtime:** Based on historical spending, schools have funds pre-budgeted as NF2 amounts. For more information on administrative premium and overtime, please see the Additional Compensation section.

All remaining NPS allocated funds are flexible and should be budgeted according to guidance below.

Budgeting Guidance

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 categories. Historical data can reveal insightful trends to support spend planning and successful budget execution. Please refer to the [DCPS Way](#) to access FY24-25 non-personnel budget/expenditure data, including available balance trackers and spend plan tools.

Typically, non-personnel funding is the last to be budgeted and is often what is sacrificed. While certain Central Services teams can be helpful when schools face challenges, Central Services does not have the ability to supplement budgets during the year if schools do not have sufficient non-personnel funding. Schools should ensure an adequate NPS budget for their needs by creating an informed and data-driven spending plan.

Schools should also be mindful of donations, which are not included as part of their allocations but may roll over to future years if they are unused.

Reprogramming

In FY26, schools can reprogram a cumulative amount of \$100,000 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 one on the right shows the correct budget line item that schools need to have funds in. 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 cover multiple occurrences throughout the year (whether professional development (PD), student services, or consultation). Often, if a school has contract funds but no professional service funds, they may use contracts for a one-time PD. Similarly, a school could use PD funds for a repeated PD rather than using contract funds.

Points of Contact

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

Opportunity Academy Weight

For FY26, the Opportunity Academies (Ballou STAY, Garnet-Patterson STAY, and Luke Moore HS) will receive fully flexible allocations of \$4,069 per student. This funding amount is the same rate as the per-pupil At-Risk UPSFF amount, but the Opportunity Academy Weight is a local allocation that is separate from the funding provided through the UPSFF student weights that is required by law.

Beginning in FY26, Opportunity Academies will also receive At-Risk Concentration funding for their projected alternative students (separate from the Opportunity Academy Weight). They will still not receive At-Risk UPSFF funds, At-Risk Overage Supplement funds, nor student-based At-Risk funds.

Safety Net Supplement

Schools may receive a safety net supplement to ensure that they can afford a baseline of 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 allocation. For more information about the safety net, please visit the [DCPS Budget website](#).

School Office Support

Each school is provided \$79,854 (the position cost of an administrative aide) in flexible office support funding that can go towards obtaining front-office staff or non-personnel services.

School Sustainability Fund

Schools receive sustainability funding to maintain an initial allocation amount that aligns with their prior year amended budget to ensure they can afford the appropriate number of classroom teachers in FY26. Sustainability funding is calculated by comparing schools' FY26 formulaic budgets to their FY25 amended budgets (including any additional funds allocated by DC Council) inflated for increased costs and adjusted based on year-over-year changes to enrollment. If a school's DCPS model allocation is less than its adjusted FY25 amended budget, it will receive a fully flexible allocation of stabilization dollars.

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. Coolidge HS also receives a separate program grant for a Director – Early College Academy.

Schools Receiving Specialty Payments in FY26	
Bard Early College HS	Benjamin Banneker HS
Brookland MS	Coolidge HS
Ellington School of the Arts	McKinley Technology HS
School Without Walls HS	

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, but 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](#).

Title I – Instructional

Purpose

Title I funds are used for a variety of services and programs to improve student outcomes. They 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.

How Funds Are Allocated

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

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.

In previous years, Title I schools had their Title I – Instructional and Title II – Professional Development funds combined into a flexible allocation called “Title I – Schoolwide.” In FY26, these allocations will not be combined. Schools may continue to budget their Title I – Instructional dollars towards classroom educators and supplemental instructional staff, but Title II – Professional Development funds must go towards professional development for all schools, in accordance with the grant.

Budgeting Recommendations/Requirements

Title I – Instructional 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 tutoring 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 family engagement activities included in the Comprehensive School Plan 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 a 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

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

REQUIRED PROGRAMMING

Schools are required to budget for the following programs using flexible funding.

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. The following are the required minutes of instruction at each grade level:

Elementary (PK-5)

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

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.
- 7th and 8th Grade: 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 these grades 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 flexible funds and should plan to use them 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 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	1.0 teacher	1.0 teacher	0.5 teacher
Between 400 and 599 students	<ul style="list-style-type: none"> Elementary: 1.5 teachers Secondary: 2 teachers 	<ul style="list-style-type: none"> Elementary: 1.5 teachers Secondary: 2 teachers (one Choral and one Instrumental) 	1 teacher
Greater than or equal to 600 students	<ul style="list-style-type: none"> Elementary: 2 teachers Secondary: 3 teachers 	<ul style="list-style-type: none"> 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, Music and Performing Arts 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
- Instrument repairing service and piano tuning service within the yearly budget of repairs (some repairs may need to be covered by the school)
- Cornerstone supplies and culminating events for performance and exhibit of artwork provided
- Digital Arts platforms including:
 - Adobe Creative Suite
 - SmArtMusic

- Soundtrap

Non-Financial

- Three professional learning days per year
- LEAP and RISE modules for self-paced professional learning
- Teacher coaching and leadership opportunities
- District-wide events
- Arts curricula and resources
- New teacher support cohort
- 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
- 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](#)

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 all 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 or Athletic Director will utilize their flexible funding, including their student-based budgeting (SBB) local funds.

Budgeting Recommendations

High School Athletic & Activities Coordinator/Athletic Director

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

At DCPS high schools, the Athletics & Activities Coordinator/Athletic Director are full-time positions with different requirements.

- The Athletics & Activities Coordinator position is an ET-10 position, which is a full-time position and therefore is ineligible for extra duty pay or administrative premium. It requires a candidate to have a Master’s degree and at least three (3) years of experience.
- The Athletics Director position is an ET-6 position, which is a full-time position and therefore is ineligible for extra duty pay or administrative premium. It requires a candidate to have a Master’s degree and at least seven (7) years of experience.

Given these differences, schools should assess their athletic programming needs to determine which role (Coordinator or Director) to budget for. The Department of Athletics will not be able to supplement any high school staff members with stipend dollars for the Athletics & Activities Coordinator or Athletic Director position.

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

Number of Athletic Teams	Recommended FTEs
8 athletic teams or fewer	0.5 Coordinator/Director
9 athletic teams or greater	1.0 Coordinator/Director

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/Athletic Director

Successful, robust athletic programs are guided by Athletics & Activities Coordinators/Athletic Director 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 and Athletic Directors 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.

Flexibility

Given the dynamic role of the Athletics & Activities Coordinator/Athletic Director, it is recommended to limit the additional administrative and other school-based roles of the individual. When they 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.

Point of Contact

Michael Bryant, Executive Director of Athletics, Office of SEAD Strategy 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 flexible funds and can use them 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.

Administrative Premium and Overtime

It is highly recommended to budget the appropriate funds to support attendance initiatives inclusive of home visits and any after-tour-hour touch points.

High Attendance Needs

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

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

Examples include but not limited to the following:

- Attendance Counselor, one full-time employee per ~200 students
 - Example: A school with a 65% chronic absenteeism rate and 800 enrolled students would have **four** attendance counselors, when following this model
- Student intervention and data management responsibilities
 - Clerk, Administrative Assistant, or Business Manager
 - 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
 - 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)
 - 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 designated 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 at a sub-set of their intensive schools 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

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 SY25-26 will be shared with schools soon. For questions, email shyra.gregory@k12.dc.gov.

- [SY24-25 Elementary School Scheduling Policy and Guidance](#)
- [SY24-25 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 implement the DCPS Instructional Priority, as well as navigate and implement the DCPS 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 Kumi Burkett, Senior Director, STEM – jennifer.burkett@k12.dc.gov
- Anthony Hiller, Senior Director, Literacy and Humanities – anthony.hiller@k12.dc.gov
- Anna Salzberg, Director, Elementary ELA and Social Studies – anna.salzberg@k12.dc.gov
- Kaila Ramsey Garza, 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
- Jessica Gonzalez, Director, Secondary Math – jessica.gonzalez3@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](#)

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 flexible 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

626-750	3
751-875	3.5

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

LEAP

Purpose

LEAP (Learning together to Advance our Practice) 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, which is led by a LEAP leader 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 SY25-26 via their School-Specific Spreadsheet (more information and a link to School-Specific Spreadsheet 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 and timelines.

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 elementary level, LEAP leaders may be Assistant Principals, Instructional Coaches, or TLI Teacher Leaders.
 - TLI Teacher Leaders may also serve as Grade Level Chairs, however Grade Level Chairs are not automatically LEAP leaders.
 - At the secondary level, LEAP leaders may be Assistant Principals, Instructional Coaches, TLI Teacher Leaders, or Department Chairs.
 - 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 or bi-weekly at the elementary and middle school levels and bi-weekly or monthly at the high school level from their LEAP leader.
 - We encourage you to utilize the [Touchpoints Reference Guide](#) for additional information.
 - Please refer to the [LEAP Design Guide](#) for specific guidance regarding Inner Core LEAP options and library media specialist LEAP participation.

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 both TLI Teacher Leaders and LEAP 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, 2E, 3E, or 3F. TLI Teacher Leader is an official position designation that can be selected on a school's budget.

Instructional Coaches

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 flexible funds and can use them 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%	<ul style="list-style-type: none">Elementary and Middle School: 5-9High School: 10-16
Instructional Coach (10-month)	100%	<ul style="list-style-type: none">Elementary and Middle School: 8-12High School: 16-22
TLI Teacher Leader/Department Chair (10-month) with 25-50% release time*	25-50%	<ul style="list-style-type: none">Elementary and Middle School: 3-6High 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 – Intervention
 - Assistant Principal – Literacy
 - Assistant Principal – Math
 - Assistant Principal – Ninth Grade Academy
 - Assistant Principal – Other
 - Assistant Principal – Social Studies
 - Assistant Principal – Science
 - Assistant Principal – Sixth Grade Academy
 - Assistant Principal – Special Education
- Instructional Coaches
 - Instructional Coach
 - Instructional Coach – 11mo
 - Instructional Coach – English Language Arts

- Instructional Coach – ESOL
- Instructional Coach – Math
- Intervention Coach
- Intervention Coach – 12mo
- TLI Teacher Leaders
 - TLI Teacher Leader – Culture
 - TLI Teacher Leader – English Language Arts
 - TLI Teacher Leader – ESOL
 - TLI Teacher Leader – Math
 - TLI Teacher Leader – Early Childhood Education
 - TLI Teacher Leader – Special Education
 - TLI Teacher Leader – Science
 - TLI Teacher Leader – Social Studies
- Directors
 - Director – Specialized Instruction (DSI)
 - Director – NAF Academy
- Managers
 - Manager – Specialized Instruction (MSI)
 - Manager – NAF Academy
- Deans
 - Dean of Students

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 at no additional cost to the school. **However, if a Principal does not provide the requested TLI contact information by September 12, 2025 (Semester One) or February 13, 2026 (Semester Two), Central Services will not pay the stipend.** If a new TLI is hired outside these dates, the Principal must submit the contact information within two weeks of the hire date to the Professional Learning Team.
- TLI Teacher Leaders who are also secondary Department Chairs will only receive the secondary Department Chair stipend, while TLI Teacher Leaders who are also elementary Grade Level Chairs will only receive the TLI stipend.
 - For more information about the funding process and requirements for elementary Grade Level Chairs, please see the Grade Level/Department Chairs section.
- The amount of the TLI Teacher Leader stipend for SY25-26 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.

Point of Contact

Please reach out to LEAP.DCPS1@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 their School-Specific Spreadsheet to communicate their SY25-26 LEAP Team Design.

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 that they can think globally, become active global citizens, and communicate and collaborate with an array of audiences.

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 flexible 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 flexible funding. 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](#).

ADDITIONAL PROGRAMMING

Programs listed below are not required by DCPS but may have internal requirements for participating schools.

ANet

Purpose

All schools will be 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 SY25-26, can contact Anthony Hiller (anthony.hiller@k12.dc.gov), Senior Director of Literacy and Humanities, to discuss.

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

Anthony Hiller, Senior Director of Literacy and Humanities – anthony.hiller@k12.dc.gov

Blended Learning

Curriculum for Content Areas (Electronic Learning)

The Office of Teaching and Learning plans to purchase and provide schools with resources to support instruction in various content areas. OTL has developed a [SY25-26 \(FY26\) 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

When budgeting for blended learning curricula, schools should budget funds into Electronic Learning.

- Schools determine which programs they want to use based on recommendations from the specific content teams and Instructional Superintendents.
- Electronic Learning is a subscription and may cross fiscal years.
 - If schools do not budget and procure the program(s) on time, the program will be turned off for that school.
 - If the program start date is before 10/1/2025, use FY26 Advance Funds or current FY25 funds. We recommend using advance funds or current fiscal year funds whenever possible to ensure students can begin day one.
 - Programs with new contract start dates of 10/1/2025 or later cannot use advance funds.

Points of Contact

- Jason Moore, Manager, Literacy and Humanities Assessments & Interventions – jason.moore3@k12.dc.gov
- Mawuena De-Souza, Manager, STEM Assessments and Interventions – mawuena.de-souza@k12.dc.gov
- Kaila Ramsey Garza, Director, Elementary Math & Science – kaila.ramsey@k12.dc.gov
- Anna Salzberg, Director, Elementary ELA and Social Studies – anna.salzberg@k12.dc.gov
- Jessica Gonzalez, Director, Secondary Math – jessica.gonzalez3@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 (Dual and World Language) – kate.burkett@k12.dc.gov

College & Career Coordinators

Purpose

College & Career Coordinators (CCC) provide proactive, targeted, coordinated college and career guidance and resources for 9th-12th graders to ensure every student develops a postsecondary plan and that each student receives targeted supports and opportunities for them to achieve that plan. They work closely with students and their families to navigate the complexities of postsecondary planning, ensuring each student receives the guidance and resources needed to succeed.

College & Career Coordinators support students in grades 9-12 with post-secondary planning by organizing college and career exploration events and providing personalized assistance to seniors based on their individual postsecondary goals. They collaborate across departments to streamline efforts, coordinate services among school-based teams, and oversee both the school year and summer internship programs for eligible students.

In addition, coordinators play a vital role in the postsecondary process, assisting with college entrance exam registration (PSAT, SAT, ACT) and helping students access financial aid and scholarship opportunities. They work closely with students and their families to navigate the complexities of post-secondary planning, ensuring each student receives the guidance and resources needed to succeed.

How Funds Are Allocated

High schools no longer receive a direct allocation for a College & Career Coordinator. Principals may use flexible funding to budget for a College & Career Coordinator.

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

Limited funding from the Central Services POC may be available 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, School Counseling and Postsecondary Planning, Office of SEAD Strategy
– damali.stewart@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
- Caring Relationships
- Family and Community Voice
- 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 Connected Schools has continued to be funded through a combination of local and grant dollars for the past six school years.

In FY26, the Connected Schools Manager position will be centrally-funded at four schools: Hendley ES, Kimball ES, Malcolm X ES, and Turner ES. All other Connected Schools that would like to continue the Connected Schools Manager position will have to budget for this role using flexible funds.

Schools that are interested in becoming a Connected School should contact the Connected Schools Team. Once approved, the Connected Schools Team will reach out to the School Finance Team to open the position as an option on schools’ budgets.

Budgeting Recommendations

Schools choosing to budget for a Connected Schools Manager should also reserve flexible dollars to budget funds for the program into the appropriate non-personnel spending account strings, such as for community partnerships, basic needs supplies, and family engagement services (typically \$30,000 – \$75,000 depending on school need and partnership costs). 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, and support with partnership development.

Depending on FY26 allocations, schools may receive a modest non-personnel budget that may include:

- Partner-led programming
- Food security resources
- Supplies for resource closet

Point of Contact

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

Flamboyant

Purpose

Supported in part by the Flamboyant Foundation, the Family Engagement Partnership (FEP) helps school leaders and staff engage families in ways that promote 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 Flamboyant’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: Flamboyant 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 Flamboyant’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 Flamboyant 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 Flamboyant 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 DC Public Schools (DCPS) has a sustainable approach for effectively embedding family engagement practices in school communities, and to enable Flamboyant to fund effective family engagement across more schools, Flamboyant asks partner schools to contribute a small amount to help with the overall costs of the partnership program.

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 Flamboyant must be budgeted in Contractual Services.

School Level	Estimated Contribution
Elementary and Education Campus	\$3,000 in Contractual Services
Secondary	\$5,000 in Contractual Services

Note: 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 Flamboyant is committed to and budgeted for, funds are swept from school budgets and cannot be reprogrammed or repurposed. By entering into partnership with

Flamboyant, 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 to conduct home visits with up to 70% of their school's student enrollment.

Non-Financial

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

Point of Contact

Sophie Hagan, Manager, Family and Community Engagement – sophie.hagan@k12.dc.gov

Grade Level/Department Chairs

Overview

The elementary Grade Level Chair and secondary Department Chair roles work to support the instructional program in their schools. They serve as an instructional role model, support the development of a professional learning community and positive school culture, collaborate with classroom teachers, and keep current on content and best practices.

Elementary Grade Level Chairs and secondary Department Chairs will receive an annual non-pensionable stipend in the following amounts, as dictated by the Washington Teacher's Union Collective Bargaining Agreement:

- **All elementary Grade Level Chairs shall receive a \$1,000 stipend** (Section 36.10.2)
- **All secondary Department Chairs shall receive a \$2,500 stipend** (Section 36.10.1)

Central Services will continue to budget for and process secondary Department Chairs and TLI LEAP Leader stipends (elementary and secondary), following successful completion of all program requirements. Schools will be able to request secondary Department Chairs and TLI LEAP Leaders (elementary and secondary) at their schools as they have in previous years, with no changes occurring to those roles, responsibilities, or stipend amounts. For more information on TLI LEAP Leaders, please see the LEAP section.

In most situations, schools are encouraged to leverage the centrally-funded TLI LEAP Leader role. If elementary schools would like to budget for an elementary Grade Level Chair who is not a TLI LEAP Leader, they must do so during the FY26 budget development process.

Requirements

Principals interested in budgeting for these roles will need to meet the following criteria. The difference in stipend amount reflects the scale of work performed for each role, where secondary Department Chairs are likely to support a larger number of teachers, content areas, and/or grade levels.

Elementary Grade Level Chairs (\$1,000 Annual Stipend)	<ul style="list-style-type: none"> Elementary school must have a minimum of 3 classrooms in a given grade for a Grade Level Chair to be budgeted for. Elementary Principals must budget for all elementary Grade Level Chairs in their school budgets.
Secondary Department Chairs (\$2,500 Annual Stipend)	<ul style="list-style-type: none"> Each secondary school is allocated a maximum of 8 Department Chairs; it is not required to fill all allocations. Central Services will fund up to 8 stipends per school for approved Secondary Department Chairs.

Essential Duties and Qualifications

The essential duties & responsibilities listed may include all, but are not limited to, those described below. Principals should clarify school-level expectations and responsibilities for selected elementary Grade Level Chairs and secondary Department Chairs.

Additionally, elementary Grade Level Chairs and Secondary Department Chairs will need to meet all qualifications listed, including a minimum of “Effective” or better rating on their most recent IMPACT evaluation. Principals will submit names of staff members via QuickBase each semester, and Central Services and Instructional Superintendents will review and approve selections to ensure minimum qualifications are met (*more detailed information on this process will be shared by Fall of 2025*).

Elementary Grade Level Chairs & Secondary Department Chairs	
Essential Duties & Responsibilities	<ul style="list-style-type: none"> Assists teachers in new instructional strategies, classroom organization, and management, and apprises teachers of curriculum changes and requirements in specific field(s). Meets frequently with school administrators on instructional issues and engages in the data cycle to inform content, pedagogical, and student interventions. Fosters cooperative relationships within department/school and supports the school climate.

	<ul style="list-style-type: none"> • Participates in the planning and implementation of staff development and staff culture activities. • Supports new educators by providing resources and guidance and sharing instructional best practices. • Works with the school leadership team and classroom teachers to inventory, order, and distribute instructional materials. • Participates in the design and implementation of the local school improvement plan. • Facilitates MTSS meetings as needed. • Works with the school leadership to prepare students for examinations and standardized tests. • Supports planning and execution of Grade Level/Department field trips, in alignment with the DCPS Field Trip Policy. • Additional duties as assigned.
Minimum Qualifications	<ul style="list-style-type: none"> • Possess a valid District of Columbia teaching license. • Must be a DCPS employee currently teaching in a DCPS school. • Minimum three (3) years of successful teaching in the appropriate grade level/subject field; an “Effective” or better rating on most recent IMPACT evaluation; and demonstration of effective teaching. • Thorough knowledge of instructional strategies and content knowledge for specified grade/subject. • Ability to work effectively with adults in a professional learning environment. • Ability to collaborate with all aspects of the school community and central services instructional staff.

Menu of Options

The table below details each role’s stipend amount, funding source, and budget guidance. Principals interested in filling the elementary Grade Level Chair at their school for SY25-26 will need to budget for it during the FY26 budget development process. Instructional Superintendents will review and approve all requested budget allocations for elementary Grade Level Chairs.

Please note that due to the similarity of the elementary and secondary Chair role to the TLI LEAP Leader role, **staff members who serve in both roles concurrently are ONLY eligible to receive one stipend:**

- A secondary Department Chair who serves as a TLI LEAP Leader concurrently **will only receive one annual stipend of \$2,500** upon successful completion of responsibilities.
- An elementary Grade Level Chair who serves as a TLI LEAP Leader concurrently **will only receive one annual stipend (for the larger \$2,500 amount)** upon successful completion of all LEAP responsibilities; *in this scenario, Principals should not budget for an elementary Grade Level Chair in their school’s budget.*
- Elementary Grade Level Chairs and secondary Department Chairs who only serve in that function will receive their annual stipend amount accordingly.

Role	Stipend Amount	Funding Source	Budget Guidance
Elementary Grade Level Chair: Elementary Grade Level Chair Procedures will be rolled out by Fall of 2025 and added here .	\$1,000 annual stipend	School Budgets	<ul style="list-style-type: none"> Principals must add to their FY26 school budgets. Instructional Superintendents will review & approve budget allocations.
Secondary Department Chair: Updated Secondary Department Chair Procedures will be rolled out by Fall of 2025.	\$2,500 annual stipend	Central Services	Central Services will fund up to 8 stipends per school for approved Secondary Department Chairs.
TLI LEAP Leader: Refer to the LEAP Budget Guide section and the LEAP Design Guide for full guidance.	\$2,500 annual stipend	Central Services	Central Services will fund approved TLI LEAP Leader stipends. Principals must submit their LEAP Team Design by Fall 2025.

Points of Contact

Role	POC Email
Elementary Grade Level Chair	dcps.chairs@k12.dc.gov
Secondary Department Chair	
TLI LEAP Leader	LEAP.DCPS1@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 flexible 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

Central Services has prepared a list of recommended tutoring partners that schools may choose to work with using school-based funds. These partners are not centrally managed or funded: [SY25-26 Recommended High Impact Tutoring Providers](#).

Points of Contact

- Breana Pitts, Manager, Systems & Strategy – breana.pitts@k12.dc.gov
- Steven Gornstein, Specialist, Strategic Initiatives – steven.gornstein@k12.dc.gov

New Heights Programming

Purpose

DCPS provides targeted supports to expectant and parenting students in DCPS through the New Heights program. New Height Coordinators manages and implements the New Heights program at the high school and middle school level by collaborating with school staff to implement based on student needs. This includes identifying, recruiting, and enrolling expectant and parenting students, conducting needs assessments and providing basic case management services, and tracking and reporting program impacts.

How Funds Are Allocated

Central Services will no longer fund New Heights coordinators. Principals may use flexible funding to budget for a New Heights Coordinator or other staff member to maintain the duties of the New Heights Program.

Budgeting Recommendations/Menu of Options

New Heights Coordinator positions are full-time roles that should not be combined with other positions at the school. The New Heights Coordinator is a dedicated staff member charged with ensuring expectant and parent students receive the internal and external supports needed to support their mental and physical needs while staying on track to graduate. The New Heights Coordinator collaborates with school staff (e.g., school counselors, social workers, College and Career Coordinators, etc.) to monitor graduation rates, attendance and credit accumulation, and subsequent pregnancy rates. They are also tasked with facilitating workshops and building relationships with community-based partners to provide case management and provide additional education workshops and workforce development opportunities.

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

New Heights Coordinator Supports and Responsibilities
Coordinates day-to-day New Heights programming at assigned high school(s)
Collaborates directly with the Principal and other designated staff to design and implement a program supporting expectant and parenting students' needs
Coordinates recruitment efforts and conducts intake and needs assessment for expectant and parenting students
Assists students with making and maintain appropriate childcare services, including securing childcare subsidy allowances
Provides basic case management duties for participating students and provides referrals for appropriate academic and support resources and services
Conducts routine progress monitoring in tracking participants academic progress to include attendance and credit accumulation to ensure student outcomes for expectant and parenting students continually align with identified goals for graduation and post-graduation readiness
Builds and establishes relationships with school and community stakeholders to leverage supports and resources for effective and targeted engagement of parenting students

Conducts outreach activities to promote program awareness at school and community level; establishes opportunities for school-based and community-based partnerships
Facilitates opportunities for youth empowerment activities such as “lunchtime” workshops and coordinates scheduling and arranges for DCPS approved community-based partners to offer curriculum-based educational workshops and work-force development opportunities
Collaborates with community-based organizations to provide case management, as needed, on-site at school; and monitors the services provided by community-based organizations to ensure improved outcomes in attendance, graduation and repeat pregnancy rates
Participates in regular school and New Heights staff meetings; and attends New Heights trainings/other events
Maintains an inventory of program incentives and supplies
Builds relationships with school staff and community-based organizations to drive collaboration and program success
Maintains accurate records, including vital documents, enrollment/intake assessments, individual service plans, case notes, and electronic database entries
Tracks and reports progress of school-level program outcomes and deliverables through use of the database and written reports
Interacts with and responds effectively to urgent requests from multiple internal and external DCPS stakeholders

Central Support

Financial

New Heights 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 New Heights Coordinators along with professional development opportunities created by other Central Services teams
- Data and guidance to help New Heights Coordinators identify and monitor their student caseload and overall school performance on key metrics.

Points of Contact

- Kathleen Sheridan, Manager, New Heights Programming – kathleen.sheridan@k12.dc.gov
- Greg Dohmann, Senior Director of Graduation Success Initiatives – greg.dohmann@k12.dc.gov

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 flexible 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
Works with the interdisciplinary team to diagnose root causes of students' challenges and determine the interventions necessary for success
Regularly reviews ACGR data reports to determine which students are in the target population (repeaters, over-aged, and under-credited)
Analyzes data to determine profiles and characteristics of Pathways students

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., Postsecondary Success Programs).
- Data and guidance to help Pathways Coordinators identify and monitor their student caseload and overall school performance on key metrics.

Points of Contact

- Shemia Anderson, Manager, Graduation, Office of SEAD Strategy
– shemia.anderson@k12.dc.gov
- Greg Dohmann, Senior Director of Graduation Success Initiatives – greg.dohmann@k12.dc.gov

Redesign

Purpose

The following schools are eligible to participate in the Redesign program in FY26: Anacostia HS, Ballou HS, Cardozo EC, Columbia Heights EC, Coolidge HS, Dunbar HS, Ron Brown College Preparatory HS, and Woodson, H.D. HS. Centrally-funded roles have already been discussed with schools. However, if these schools would like to add additional approved positions to support Redesign initiatives, they may do so using flexible funds.

Redesign Director

The Redesign Director (RD) will support Redesign by ensuring the successful design, implementation, evaluation, and refinement of the Redesign model. The Director will also serve as a key liaison between the school leadership team, school-based collaborators, central office staff, and external design partners. This includes consistently facilitating processes to collect and reflect upon data related to the model with a variety of stakeholders, identifying opportunities to refine and improve.

Student Experience Coach

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.

Content and Curriculum Coach

The Content and Curriculum Coach (CCC) will support Redesign by aligning curriculum and instructional practices with the school's innovative model, fostering collaboration among staff, students, and community partners, and providing professional development focused on student voice, choice, and engagement to enhance academic and personal success. Additionally, the CCC will contribute by:

- Developing and refining curriculum to ensure it reflects Redesign priorities and prepares students with essential skills.
- Modeling and coaching effective teaching practices that promote fairness and adaptability.
- Implementing data-informed strategies to improve student outcomes and align instruction with redesign goals.
- Integrating real-world and culturally responsive learning approaches to foster deeper student engagement and achievement.

Budgeting Recommendations/Restrictions

The Redesign Team provides staffing recommendations for schools based on school Redesign designation, the focus model implementation, and other relevant factors.

Personnel Staffing Recommendations

Position	Staffing Recommendation	Primary Role
Redesign Director	1 per Redesign High School	Support design, implementation, evaluation, and refinement of Redesign model, serving as a key liaison between the school leadership team, school-based collaborators, central office staff, and external design partners
Student Experience Coach	Up to 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.
Content and Curriculum Coach	Up to 1 per Redesign High School	Align curriculum and instructional practices with the school's innovative model, facilitating professional development to build capacity for effective instruction within the new model and fostering collaboration among staff, students, and community partners

If unable to staff the positions 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.

Staff Responsibilities

School Responsibility	Primary	Support Staff
Facilitate processes to consistently monitor and reflect on evidence related to model implementation	Redesign Director	Redesign Team & Instructional Leaders
Engage stakeholders to build awareness, gather input to improve and refine model, and effectively manage change	Redesign Director	Redesign Team & Principal
Engage effective anchor partnerships to enhance and support model implementation	Redesign Director	Redesign Team
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
Ensure curriculum aligns with the school model and instructional priorities	Content and Curriculum Coach	Instructional Leaders
Develop staff expertise in the schools chosen curriculum model in order to support all content areas with schoolwide application	Content and Curriculum Coach	Content Level Curriculum Coaches/TLIs
Assist in creating and supporting student-led initiatives that provide feedback on curriculum relevance and engagement	Content and Curriculum Coach	Student Experience Coach
Partner with the Student Experience Coach and Redesign Team to align instructional strategies with the student development plan	Content and Curriculum Coach	Student Experience Coach

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

Arianna Ashton, Specialist, Innovation & Design XQ, Office of School Improvement and Supports – arianna.ashton@k12.dc.gov

Helpful Resources

- [SEC Role Overview](#)
- [CCC Role Overview](#)

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 already employed with DCPS into highly effective teachers within our district. Over the last three years, at least 76% of teachers completing this residency program have earned an IMPACT rating of either Effective or Highly Effective, raising student achievement outcomes, and positively impacting our schools.

Mentor Teacher Eligibility

Interested schools must have enough exceptional teachers willing to serve as mentor teachers to co-plan, co-teach, and advise City Teaching Alliance resident teachers 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 a City Teaching Alliance resident position as a replacement for an educational aide position (though they should note that a CTA resident costs \$51,498, while an aide costs \$45,244). When budgeting for the position, principals should consult with Corina Hopson, the DCPS staff member who works with the program team at City Teaching Alliance (see her 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.

Residents cannot be replacements for special education aides. Also, starting next school year (2025-2026), 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.

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 Corina Hopson at corina.hopson@k12.dc.gov. She 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 Corina before formally submitting any budgets that contain City Teaching Alliance resident teachers.

Point of Contact

Corina Hopson, Specialist, Educator Pipelines – corina.hopson@k12.dc.gov

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.

School Health Services

Staffing (Personnel Services)

All DCPS schools receive school health services coverage and health suite supplies 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.

Administration of Medication (AOM)

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. At least one staff member is required by law to be present to administer medication at all times. This includes before care, lunch, afterschool programming, and field trips.

Schools should factor in afterschool and after hour field trip AOM coverage when planning for administrative premium, to ensure that there is always someone AOM-trained on site when students are present. Ideally, at least three staff members should be 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 AOM training, at no charge for staff.

School Health Services Coordinator

Schools can also add a Student Health Services Coordinator using their flexible funding.

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.
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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 Children’s 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

School Partnerships

Purpose

For DC Public Schools (DCPS), a **partner** is defined as an organization or group that is committed to work with DCPS to make a sustainable impact on 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 or more times/year) **must** register in the [DCPS Partnerships Database](#). [The DCPS partnerships website](#) outlines all registration steps and requirements (including the DCPS clearance process, partnership agreements, and building use agreements).
- Mental health and health care providers must be vetted and approved separately before programming can begin. **Mental health** providers need to register [here](#) for vetting and approval by the DCPS 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 the Chancellor’s designee 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 schools 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 budget \$40,000 – \$130,000 for City Year in contractual services. Schools will be charged \$17,000 per ACM, with up to 50% of ACMs available for after care support.

Team Size	Cost Per ACM	Total Cost	August – September	October – June
4	\$17,000	\$68,000	\$14,960	\$53,040
5	\$17,000	\$85,000	\$18,700	\$66,300
6	\$17,000	\$102,000	\$22,440	\$79,560
7	\$17,000	\$119,000	\$26,180	\$92,820
8	\$17,000	\$136,000	\$29,920	\$106,080

For specific inquiries on cost, reach out to michael.lamb@k12.dc.gov. **Schools should advance funds over the summer to cover services in August and September 2026 to ensure the continuation of the partnership at the start of SY2026-27.**

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 support. **All participating schools are required to budget funds for the cost-share for CIS in “Professional Services” (the price should be negotiated with the partner).**

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 SY25-26, however current schools should work directly with their Transcend coach to identify needs and specific budget estimates for support in SY25-26. 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 here: [SY25-26 Recommended High Impact Tutoring Providers](#)

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

Additionally, if a school is considering engaging with a partner to provide “full-time” afterschool programming (Monday-Friday, 3:30-6:00pm) as a supplement to the OSTP 21st CCLC afterschool program, please reach out to the specialist for the 21stCCLC grant in OSTP afterschool programs, Margot Berkey (margaret.berkey@k12.dc.gov) to discuss it before establishing any partnership. The additional partnership may have an impact on DCPS’s ability to meet the obligations of the 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:** Partners must request security overtime if they require building access outside of regular school hours (8:00am – 4:30pm) or on weekends. Depending on program hours, the partner may be responsible for some or all security costs. The total cost and schedule will be determined during the approval process of the Building Use Agreement.
- **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 or uniforms.
- **Fees for Families/Students:** Some partners, especially afterschool 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, presenting challenges for the impacted school community. To ensure continuity of the partnership throughout the school year, schools must have direct conversations with key partners to ensure funding reliability for the full breadth of services provided. Central Services is not able to fill funding gaps to continue services.
 - Ask the partner to confirm that all necessary funding is secured to cover the full scope of partnership for the upcoming year.
 - If the partner is waiting on future grant awards or other allocations, gain clarity from your partner on what will happen if those funds are not secured and identify the date the partner can confirm they have been awarded funds.
 - If the school decides to proceed with the partner, even if funding is not fully confirmed, the school and partner should develop an alternative plan if funding is not actualized.
 - 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 and be processed via a Special Pay Request. Please email 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 additional tutoring partners: Steven Gornstein, Specialist, Strategic Initiatives – steven.gornstein@k12.dc.gov

Helpful Resources

- [DCPS Partnerships Website](#)
- [DCPS Partnerships Database](#) (View your school’s profile! Search for new partners!)
- [DCPS Partner Success Guide](#) (Review partnership requirements and best practices)

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 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 flexible dollars. As Principal, if you decide to make changes to the position, please contact Dedra Adams 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
<ul style="list-style-type: none"> • <i>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.</i> • <i>If a school is participating in the SSL program and its enrollment is 450 students or more, they must have a DSL.</i> <ul style="list-style-type: none"> ○ <i>If a school has specific circumstances, please reach out to Dedra Adams for approval.</i> • <i>Schools are only allowed to have a CSL/ASL if they already have an MSL/DSL on the budget.</i>

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.

Points of Contact

- Dedra Adams, Deputy Chief, Strategic School Operations & Warehouse Logistics – dedra.adams@k12.dc.gov
- Renee’ Edelin, Manager, School Strategy & Logistics – renee.edelin@k12.dc.gov

Schoolwide Enrichment Model (SEM)

If you are considering joining the Schoolwide Enrichment Model cohort, please reach out to Felicia Messina-D'Haiti (felicia.messina-dhaiti@k12.dc.gov) prior to budgeting to discuss and determine how the SEM can be best implemented in your school community.

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 FY26, 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 flexible funding. To fully implement the SEM, we recommend hiring one ET-15 FTE SEM 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 MTSS 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 SEM 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. 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

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

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.
 - Note that Restorative Justice Coordinators and Behavior Techs may assist the Dean, but cannot complete duties assigned to a Dean alone, as outlined in the Dean position description.
 - Schools should regularly monitor their student behavior data to see if additional support is needed.

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

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

Personnel Staffing Recommendations

Position	Staffing Recommendation	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 and facilitating RP to improve outcomes for youth, staff, and families	Implementing Restorative Practices and direct support of students and staff

Based on the table 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](#)

Substitutes

Overview

The following adjustments will take place to balance needs with our financial resources:

- Effective March 1, 2025, there are documented ways in which schools cannot utilize substitutes.
- Effective for SY25-26 (FY26), there will be a **two-part system** to manage substitute usage where schools:
 1. Can utilize substitutes for teacher and educational aide (ECE and SPED only) vacancies and absences; AND
 2. Will receive an allocation* for other allowable school-based needs (e.g., IEP meeting coverage) outside of vacancies and absences for teachers and aides
 - Once schools spend their centrally-funded allocation, they can only use substitutes for teacher and aide (ECE + SPED) vacancies and absences.

*This allocation will come from the centrally funded substitute budget; however, schools will not see this on their budgets. Schools will be able to track their allocation usage via a QuickBase dashboard.

Non-Allowable Substitute Usage (Effective March 1, 2025)

Usage	Notes
Using substitutes to cover positions <i>other than</i> teachers or aides that are SPED or ECE.	For example, substitutes cannot be used to cover general education aide vacancies and absences.
Bringing on retired WTU staff as long-term substitutes in non-teacher roles rather than hiring them into full-time roles (e.g., dean of students) due to the implications to their retirement pay.	Any individual in schools must be doing the work for which they were hired (e.g., someone being paid as a substitute should only be working as a substitute).
Supporting students in moving around campus (e.g., to and from recess).	Construction-related coverage will only be allowable for schools in swing spaces that have received approval from a Chief of Schools or Deputy Chancellor in writing.
Field trips	This does not apply to ECE field trips.
Proactively asking one or more substitutes to report to the same building every day, regardless of what absences or vacancies the school has.	Schools are encouraged to budget for one or more School Building Substitute Teachers (\$42,632) for SY25-26 should they want to ask one or more substitutes to report every day.

Paying substitutes for participating in school-specific PD days (e.g., pre-service days, school-led PD days, and records days).	Schools can continue to invite substitutes to participate in school-specific PD; however, substitutes would be volunteering to participate without pay.
Using whole-day substitutes to cover needs that are less than half a day.	For example, covering Athletic Coaches when they leave early for a game.
Schools cannot utilize substitutes for budget addition or reprogramming requests until the vacancy has been created.	The exception to this is when the new FTE is needed to maintain the student-to-teacher ratio, in which case, schools can utilize substitutes when the request is approved.

Two-Part System for Managing Substitute Usage in SY25-26

Key Headline: Schools will be able to utilize substitutes for teacher and educational aide (ECE and SPED only) vacancies and absences **and** will receive a centrally funded allocation* for other allowable school-based needs (e.g., IEP meeting coverage).

- Allocations will be based on the number of budgeted teacher and aide positions at schools and a combination of other factors that would be likely to impact the need for substitutes outside of vacancies and absences (e.g., the number of students with IEPs which would impact the need for coverage for IEP meetings).
- Schools will have a dashboard where they can see their allocation usage. ***If a school spends all their allocation, they can only use substitutes for teacher and aide (ECE and SPED) vacancies and absences.*** Each school's exact allocation will be determined in the coming months.
- OES will closely track the vacancies and absences data to ensure aligned usage.

*This allocation will come from the centrally funded substitute budget; however, schools will not see this on their budgets. Schools will be able to track their allocation usage via a QuickBase dashboard.

Budgeting Recommendations

If schools want more flexibility and autonomy on how often and in what situations they can utilize substitutes, they are highly encouraged to budget for a School Building Substitute Teacher (\$42,632).

School Building Substitute Teacher Responsibilities
Follows the prepared lesson plan outlines for the course of study. Instructs students through instruction, demonstrations and/or audio-visual aids.
Assigns lessons, corrects papers, hears oral presentations, and may be called upon to administer tests.
Keeps attendance records. Maintains discipline in the classroom, playground, etc.
Observes students to detect signs of illness and reports behavioral problems.
Responsible for the maintenance of classrooms and all property assigned.
Devises lesson plans in the assigned subject area and provides a wide variety of experiences.
Reports and discusses any problems encountered while performing assignments to the Principal.
Observes the starting and dismissal times and all regulations of DC Public Schools during the work day.
Performs other related duties as assigned consistent with the position as may be requested by the Principal or other school administration.

Central Support

Financial

Central Services will continue to cover the cost of substitutes for any absence or vacancy for a teacher and SPED or ECE educational aide. Additionally, Central Services will provide each school with an allocation from the centrally funded substitute budget that is meant to cover other allowable substitute needs, such as IEP meeting coverage.

Non-Financial

- The Temporary Instructional Staffing Team will continue to strengthen the substitute pool.
- The Temporary Instructional Staffing Team will continue to support schools in communicating coverage needs to our Substitute Teacher pool.
- The Temporary Instructional Staffing Team will continue to assist school timekeepers in ensuring timely creation and verification of job assignments through SmartFind Express.

Points of Contact

- Temporary Instructional Staffing Team (substitute.dcps@k12.dc.gov)
- Juan Delgado-Veliz – Manager, Temporary Instructional Staffing (juan.delgado-veliz@k12.dc.gov)

Helpful Resources

- [SY24-25 DCPS SFE How to Create Job Assignments](#)
- [SY24-25 DCPS SFE How to Modify Job Assignments](#)
- [Comparison of Regular Substitute Teacher vs. School Building Substitute Teacher](#)
- [Payroll Schedule 2025](#)

Technology

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 sufficient access to technology, DCPS Central Services will continue to provide primary student and teacher (WTU) laptops centrally through the Empowered Learners initiative (ELi). It is the school's responsibility to ensure their inventory is up-to-date at all times and any loss and damage to devices are captured in the district's IT asset management system, TIPWeb on an ongoing basis. This is an important prerequisite to receiving replacement devices from Central Services. The Empowered Learners initiative ensures that students in grades PK-2 are granted access to a shared, in-lifecycle device (4 years or newer) at a 3:1 student-to-device ratio, while students in grades 3-12 are provided a dedicated in-lifecycle device (1:1 ratio).

Budgeting Recommendations

Schools should budget for the replacement of the following technology:

- Out-of-lifecycle non-WTU staff devices that are not provided centrally
- Out-of-lifecycle shared or secondary student devices in computer labs, libraries, and media centers
- Any accessories and “consumable” supplies not provided centrally
 - In FY26, DCPS IT will be able to provide a 30% contingency of student laptop chargers (power adapters) to each school to replace lost or damaged chargers. If a school experiences a higher loss rate, it should budget sufficient funds to purchase additional power adapters.
 - Other accessories and consumables that are not provided centrally and for which schools must budget include student and staff headsets, printer toner/ink, external mice and keyboards, monitors, webcams, and other peripherals.

Technology Purchasing Guidance

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

Secondary Student Computers

Schools must consider requirements for any additional student device beyond their allocated ELi ratios, for instance, devices in shared spaces, such as in computer labs, multimedia/MAC labs, eSport devices, and 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 [DCPS Technology Purchasing Guide](#).

Administrative and Non-WTU Computers

Starting in SY21-22, DCPS IT purchased and deployed WTU laptops at all schools. DCPS IT will continue to provide in-lifecycle laptops to your WTU staff members for the foreseeable future, replacing out-of-lifecycle devices and ensuring that all teachers have a functioning device to support teaching and learning. Each summer, schools will receive additional devices based on the number of their WTU members after accounting for centrally purchased in-lifecycle staff devices in your inventory. Schools must prioritize their technology funds to replace outdated technology for non-WTU admin staff and offices within your building. For a list of approved devices, please visit the [DCPS Technology Purchasing Guide](#).

Supplies, Accessories, and Consumables to Support Technology

These items could include laptop power cords/chargers, laptop batteries, headsets for assessments, desktop printers and scanners, mice, keyboards, monitors, docking stations, and more.

Technology Support Staff

There are several positions that schools can budget for with flexible dollars to support with technology maintenance and usage:

- Aide – Library/Technology (see the Library Programs section for more information)
- Aide – Computer Lab
- Coordinator – Technology

- Previously, schools could also budget for a Coordinator – Computer Lab and/or a Coordinator – Computer Lab/Technology. In FY26, these roles will be consolidated, and only the Coordinator – Technology will be available.
- Technology Instructional Coach

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.
- **What student device will DCPS be purchasing?** In SY25-26, DCPS-IT will deploy Lenovo 13W Yoga Windows laptops in grades 1—12 and Apple iPads in grades PK—K. Students who take part in the Career Technology Education program will be provided with a high-powered Lenovo 13W R5 Yoga device to support their learning. All Microsoft Surface Go devices will be retired in summer 2025.
- **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, 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 SY25-26. This change was announced in the SY21-22 EOY Tech Guidance.
- **What staff will receive this device?** DCPS IT 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 in-lifecycle devices provided centrally and through any recent school modernizations. Schools must plan to purchase devices for all other administrative staff and non-WTU instructional staff as needed using their school budgets.
- **What device will DCPS purchase for teachers?** DCPS will continue to purchase the Dell 7000 series 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.

Points of Contact

- Please contact the DCPS IT Asset Administration team at assetadmin@k12.dc.gov to request replacements for broken or lost devices.
- For all day-to-day technology support needs, please contact your OCTO technician or submit a support request through <https://dcps.tech/support>.

APPENDIX

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.

Schools Manage the Procurement Process

School-submitted requisitions (RKs) require schools to obtain quotes, submit requisitions, and monitor invoicing to close purchase orders (POs).

Program	FY25 Budget Process	FY25 Procurement Process	FY26 Budget Process	FY26 Procurement Process
Any school-initiated partner	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services
ANet	Budgeted with flexible dollars	Any additional services procured by schools	Budgeted with flexible dollars	Any additional services procured by schools
City Year	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services
Communities in Schools	Budgeted with flexible dollars	On school budgets, schools submit RKs	Budgeted with flexible dollars	On school budgets, schools submit RKs or use PCard if budgeting goods/services
Custodial	Direct allocation of NPS; custodial overtime budgeted with flexible dollars	On school budgets, schools submit RKs; PCard and advance	Direct allocation of NPS; custodial overtime budgeted with flexible dollars	On school budgets, schools submit RKs; PCard and advance

		recommended for supplies		recommended for supplies
Dual Language	Direct allocation	On school budgets, schools submit RKs if they budget for goods/services	Direct allocation	On school budgets, schools submit RKs or use PCard if budgeting for goods/services
Global Studies	Direct allocation (NPS and administrative premium)	On school budgets, schools submit RKs or use PCard – no advance required; must have \$100 in membership on PCard	Direct allocation (NPS and administrative premium)	On school budgets, schools submit RKs or use PCard – no advance required; Central Services procures GEBG membership from school funds
New Heights Programming	--	--	Budgeted with flexible dollars	On school budgets, schools submit RKs or use PCard if budgeting for goods/services
Pathways Programming	Budgeted with flexible dollars	On school budgets, schools submit RKs	Budgeted with flexible dollars	On school budgets, schools submit RKs or use PCard if budgeting for goods/services
Related Arts	Budgeted with flexible dollars	On school budgets, schools submit RKs	Budgeted with flexible dollars	On school budgets, schools submit RKs or use PCard if budgeting for goods/services
Reading Partners/Literacy Lab	Budgeted with flexible dollars	Schools submit RKs – no advance required	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services
SAGA	Budgeted with flexible dollars	Schools submit RKs – no advance required	Budgeted with flexible dollars	On school budgets, schools submit RKs – may require an advance to pay for start-of-year services

Schoolwide Enrichment Model	Budgeted with flexible dollars	On school budgets, schools submit RKs	Budgeted with flexible dollars	On school budgets, schools submit RKs
Student Health Services & Centers	Budgeted with flexible dollars	Any additional supplies needed for nurse's suite are budgeted and procured by school	Budgeted with flexible dollars	Any additional supplies needed for nurse's suite are budgeted and procured by school
Technology	Budgeted with flexible dollars	On school budgets, schools submit RKs	Budgeted with flexible dollars	On school budgets, schools submit RKs or load to PCard to purchase eligible items

Central Services Manage the Procurement Process

Program	FY25 Budget Process	FY25 Procurement Process	FY26 Budget Process	FY26 Procurement Process
Flamboyant	Budgeted with flexible dollars	On school budgets, procurement submitted centrally – no advance required	Budgeted with flexible dollars	On school budgets, procurement submitted centrally – no advance required
Grade Level Academies	Direct allocation (NPS and administrative premium)	NPS is centrally swept, centrally procured; administrative premium – on school budgets, expensed with combo code	Direct allocation (NPS and administrative premium)	NPS and administrative premium are centrally swept, centrally procured
International Baccalaureate	Direct allocation	On school budgets – requires an advance; Central Services procures specific items from school funds	Direct allocation	See below
<p>FY26 Procurement Process: Central Services will submit RKs for IBO/IBMA membership dues and IB evaluation visit fees (if applicable). Schools are responsible for all other IB-related purchases. They should ensure funding is available before placing any orders. If paying with a RK in PASS, please allow for ample lead time for full approval. Full approval will generate a PO that is sent to</p>				

	the vendor to begin fulfilling the order. If paying with PCard, have it available when making purchases. Orders shall not be fulfilled without a correct procurement process in place. Schools must inform the Central Services POC of all professional development and purchases made directly from IBO.			
Library Programs	Direct allocation	Centrally swept, centrally procured	Direct allocation	Centrally swept, centrally procured
Pool Programming	Direct allocation	Centrally swept, centrally procured	Direct allocation	Centrally swept, centrally procured

Flexibility Chart

Nonflexible 1 Allocations

Nonflexible 1 (NF1): These allocations are unable to be changed. This means that even within a program, change cannot occur. This may be determined by fund source requirements or allowability (grants and MOUs, legal requirements, or other core operational considerations).
<u>Below items allocated through staffing ratios</u>
Principal
ESOL Itinerant Teacher
Librarian
Special Education: Self-Contained Classroom Teacher, Behavior Technician (BES Classroom), Coordinator – Board Certified Behavior Analyst
<u>Below items allocated through program grants</u>
6 th Grade Academy Assistant Principal
9 th Grade Academy Assistant Principal
Afterschool: Paraprofessional, Site Leader, Teacher (Grant-Funded)
CTE/Vocational Educational Teacher
Custodial Foreman
Early College Academy Director
Evening Credit Recovery (non-Opportunity Academy schools) Administrative Premium
International Baccalaureate: Coordinator, NPS
JROTC Teachers
NAF Academy: Coordinator, Manager, Director
Pool Programming: Instructors, MOU, 3 rd Grade Swim
Title I Reading Specialist
Twilight Administrative Premium
<u>Below item pre-budgeted from a flexible allocation</u>
Library MOU (pre-budgeted from Total NPS Allocation)

Nonflexible 2 Allocations

Nonflexible 2 (NF2): These allocations must maintain the intended purpose of funds but may be appealed to other uses within the intended purpose. Principals must demonstrate how they will meet related programmatic requirements.

Below items allocated through staffing ratios

Custodial: RW-3, RW-5

Early Childhood Education: Teacher, Aide

ESOL: Teacher, Aide

Special Education: Aide, Inclusion/Resource Services Teacher

School Mental Health: Psychologist, Social Worker

School Counselor

Below items allocated through program grants

Afterschool: Paraprofessional, Site Leader, Teacher (Local)

Custodial Supplies

Dual Language

Evening Credit Recovery (Opportunity Academy schools) Administrative Premium

Global Studies: Administrative Premium, NPS

Title I – Parent & Family Engagement

Title II – Professional Development

Below items pre-budgeted from a flexible allocation

Administrative Premium/Custodial Overtime (pre-budgeted from Total NPS Allocation)

Bilingual Counselor (pre-budgeted at 1:100 ratio using ML weight funds)

Flexible Allocations

Flexible (F): These allocations are fully flexible and may be budgeted at a principal's discretion.

Below funding is allocated through student-based budgeting (SBB)

Student-Based Funding Base Weight

Early Childhood Education Per Student Base Weight

Special Education Per Student Weight

Multilingual Learner Per Student Weight

Education Campus Per Student Weight

Special Education Campus Weight (River Terrace EC)

Early Learning Center Weight (Military Road/Stevens ELC)

SBB At-Risk Concentration Weight >40%/SBB At-Risk Concentration Weight >70% (6-12)

Below items allocated through program grants

At-Risk and At-Risk Overage UPSFF

At-Risk Concentration (greater than 40% and 70%) UPSFF

NPS Total Allocation

Opportunity Academies Alternative Grant

School Office Support

Specialty Payment

Title I – Instructional

Below items allocated through stability funding

Safety Net Supplement
School Sustainability Fund

Non-Allocated Items

Schools will use flexible funds to budget for these positions and programs.
Administrative Officer/Business Manager/Clerk/Registrar
Aide – Computer Lab/Instructional/Kindergarten/Library Technology/Technology
Afterschool Coordinator
Art Therapist
Assistant Principal
Athletics: Coordinator, Director
Attendance Counselor
Career Academy: Director
City Teaching Alliance Resident
College & Career Coordinator
Connected Schools Manager
ESOL Coordinator
High Impact Tutoring Manager
Instructional Coach
Intervention Coach
New Heights Coordinator
Parent Coordinator
Pathways Coordinator
Program Coordinator
Reading Specialist (non-Title I)
Redesign: Director, Content and Curriculum Coach, Student Experience Coach
School Building Substitute Teacher
School Counseling Director
SEL: Behavior Technician, Dean of Students, Restorative Justice Coordinator, ISS Coordinator
Specialized Instruction: Coordinator, Manager, Director
Strategy & Logistics: Assistant, Coordinator, Manager, Director
Student Health Services Coordinator
Student Resource Coordinator
Teacher – General Education/Related Arts/SEM
Technology Coordinator
TLI Teacher Leader

Item Catalog

Below are the costs for each school staff position, along with the non-personnel and additional compensation lines that schools may budget into. To learn more about how these costs are determined, please visit the Average Position Cost page on the DCPS Budget website.

Position	Unit Cost	Position	Unit Cost
Administrative Officer	\$124,438	Afterschool Coordinator	\$126,066
Afterschool Paraprofessional	\$5,478	Afterschool Site Leader	\$13,446
Afterschool Teacher	\$9,960	Aide – Administrative	\$79,854
Aide – Computer Lab	\$74,352	Aide – Early Childhood	\$45,244
Aide – ESOL	\$45,244	Aide – Instructional – (10mo)	\$45,244
Aide – Instructional – Year Round (80hr)	\$53,343	Aide – Kindergarten	\$45,244
Aide – Library/Technology	\$56,254	Aide – Special Education	\$45,244
Art Therapist	\$138,725	Assistant – Strategy & Logistics (ASL)	\$78,982
Assistant Principal – English Language Arts (ELA)	\$189,537	Assistant Principal – Intervention (API)	\$189,537
Assistant Principal – Literacy (APL)	\$189,537	Assistant Principal – Math	\$189,537
Assistant Principal – Ninth Grade Academy	\$189,537	Assistant Principal – Other	\$189,537
Assistant Principal – Science	\$189,537	Assistant Principal – Sixth Grade Academy	\$189,537
Assistant Principal – Social Studies	\$189,537	Assistant Principal – Special Education	\$189,537
Athletic Director	\$174,925	Attendance Counselor	\$75,610
Behavior Technician	\$64,762	Behavior Technician (BES Classroom)	\$64,762
Business Manager	\$107,280	City Teaching Alliance Resident	\$51,498
Clerk	\$59,007	Coordinator – Athletic & Activities	\$137,390
Coordinator – Board Certified Behavior Analyst	\$137,390	Coordinator – College & Career	\$137,390
Coordinator – ESOL	\$137,390	Coordinator – Global Studies	\$137,390
Coordinator – In-School Suspension (ISS)	\$78,585	Coordinator – International Baccalaureate	\$137,390
Coordinator – NAF Academy	\$137,390	Coordinator – New Heights	\$137,390
Coordinator – Parent	\$63,936	Coordinator – Pathways	\$137,390
Coordinator – Program	\$137,390	Coordinator – Special Education (CSE)	\$137,390
Coordinator – Strategy & Logistics (CSL)	\$123,443	Coordinator – Student Resource	\$137,390
Coordinator – Technology	\$63,936	Custodial Foreman	\$87,726
Custodian (RW-3)	\$56,805	Custodian (RW-5)	\$64,471
Dean of Students	\$144,096	Director – Career Academy	\$174,925
Director – Early College Academy	\$174,925	Director – NAF Academy	\$174,925

Director – School Counseling	\$174,925	Director – Specialized Instruction (DSI)	\$174,925
Director – Strategy & Logistics (DSL)	\$174,925	Director of Redesign	\$174,925
Instructional Coach	\$138,725	Instructional Coach – 11mo	\$152,404
Instructional Coach – English Language Arts (ELA)	\$138,725	Instructional Coach – ESOL	\$152,404
Instructional Coach – Math	\$138,725	Instructional Coach – 12mo	\$169,743
Intervention Coach	\$138,725	Intervention Coach – 12mo	\$169,743
Itinerant ESOL Teacher	\$138,725	Manager – Connected Schools	\$148,972
Manager – High Impact Tutoring	\$148,972	Manager – NAF Academy	\$148,972
Manager – School Administration & Operational Support	\$148,972	Manager – Specialized Instruction (MSI)	\$148,972
Manager – Strategy & Logistics (MSL)	\$148,972	Principal	\$241,841
Psychologist	\$138,725	Psychologist – 12mo	\$169,743
Psychology Intern	\$30,000	Recreation Specialist (Aquatics)	\$84,912
Redesign Content and Curriculum Coach	\$169,743	Redesign Student Experience Coach	\$169,743
Registrar	\$66,444	Restorative Justice Coordinator	\$137,390
School Building Substitute Teacher	\$42,632	School Counselor – 10mo	\$138,725
School Counselor – 10mo (Bilingual)	\$138,725	School Counselor – 11mo	\$152,404
School Counselor – 11mo (Bilingual)	\$152,404	School Librarian	\$138,725
School Librarian – 12mo	\$169,743	Social Worker	\$138,725
Social Worker – 12mo	\$169,743	Specialist – Reading	\$138,725
Specialist – Technical Support	\$132,812	Specialist – Transition	\$135,219
Student Health Services Coordinator	\$137,390	Teacher – 1st Grade	\$138,725
Teacher – 2nd Grade	\$138,725	Teacher – 3rd Grade	\$138,725
Teacher – 4th Grade	\$138,725	Teacher – 5th Grade	\$138,725
Teacher – 6th Grade	\$138,725	Teacher – Art	\$138,725
Teacher – Behavior & Education Support Program	\$138,725	Teacher – Career/Tech Ed (CTE)	\$138,725
Teacher – Communication & Education Support Program	\$138,725	Teacher – Communication & Education Support Program – HFA Inclusion	\$138,725

Teacher – Computer	\$138,725	Teacher – Deaf & Hard of Hearing	\$138,725
Teacher – Early Childhood Communication & Education Support Program	\$138,725	Teacher – Early Learning Support Program	\$138,725
Teacher – English	\$138,725	Teacher – ESOL	\$138,725
Teacher – Health/Physical Education	\$138,725	Teacher – Inclusion/Resource Services	\$138,725
Teacher – Inclusion/Resource Services (10:6)	\$138,725	Teacher – Independence & Learning Support Program	\$138,725
Teacher – JROTC (Junior)	\$138,725	Teacher – JROTC (Senior)	\$138,725
Teacher – Kindergarten	\$138,725	Teacher – Math	\$138,725
Teacher – Medical & Education Support Program	\$138,725	Teacher – Music	\$138,725
Teacher – Non-Categorical Program	\$138,725	Teacher – Performing Arts/Drama	\$138,725
Teacher – PK3	\$138,725	Teacher – PK3/PK4 (Mixed Age)	\$138,725
Teacher – PK4	\$138,725	Teacher – Reading	\$138,725
Teacher – Resource	\$138,725	Teacher – Schoolwide Enrichment Model (SEM)	\$138,725
Teacher – Science (Biology)	\$138,725	Teacher – Science (Chemistry)	\$138,725
Teacher – Science (General)	\$138,725	Teacher – Science (Physics)	\$138,725
Teacher – Sensory Support Program	\$138,725	Teacher – Separate School Communication & Education Support	\$138,725
Teacher – Separate School Independence & Learning Support	\$138,725	Teacher – Social Studies	\$138,725
Teacher – Specific Learning Support Program	\$138,725	Teacher – STEM	\$138,725
Teacher – Vocational Ed (12mo)	\$113,195	Teacher – World Language	\$138,725
Teacher, Physical Education Aquatics	\$138,725	Technology Instructional Coach (TIC)	\$138,725
TLI Teacher Leader – Culture	\$138,725	TLI Teacher Leader – Early Childhood Education	\$138,725
TLI Teacher Leader – English Language Arts (ELA)	\$138,725	TLI Teacher Leader – ESOL	\$138,725
TLI Teacher Leader – Math	\$138,725	TLI Teacher Leader – Science	\$138,725
TLI Teacher Leader – Social Studies	\$138,725	TLI Teacher Leader – Special Education	\$138,725

Non-Personnel Items & Additional Compensation	
Administrative Premium (general)	Advertising
Clothing and Uniforms	Contractual Services
Custodial and Maintenance Supplies	Custodial Equipment and Machinery
Custodial Overtime	Educational Supplies
Electronic Learning	Elementary Grade Level Chair Compensation
Equipment and Machinery (over \$5,000)	Equipment and Machinery (under \$5,000)
Extra Duty Pay (DCPS employee additional compensation)	Food and Provisions (including DC CAPE snacks)
Furniture & Fixtures	General Overtime (non-custodial)
General Supplies	Health Supplies
IT Equipment/Hardware	IT Supplies (consumables)
Local Travel (students and staff – within 50 miles)	Membership Dues
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)	Special Education LEA Representative Designee
Stipends (non-DCPS employees)	Textbooks
Tuition for Employee Training	WAE

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: _____