



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

FY27 School Budget Development Guide

Fiscal Year 2027 (SY26-27)



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INTRODUCTION

Fiscal Year 2027 (SY26-27) Updates & Reminders

This section provides a high-level overview of Fiscal Year 2027 (FY27) Updates and Reminders including changes in the DCPS funding model, programmatic requirements, and the Budget Development Guide.

Removing Centrally Managed Items from Initial Allocations

Centrally Managed Programming:

Funding for centrally managed programming such as grade level academies, pool maintenance and 3rd grade swim, library programming, and itinerant ESOL services will no longer show up on school initial allocations. While school budgets will not include funding for these programs as they will be centrally budgeted from the onset, there will be no change to the services provided to schools as a result of this change.

Position Add-ons:

The position cost schools budget will no longer include the administrative add-on, which was a per unit cost charged to each position to fund agency wide personnel costs including fingerprinting, teacher supply cards, IMPACT bonuses, substitutes, and key duty stipends among others. Previously, school budgets included funding for these budgeted add-ons as schools were expected to budget for a higher position cost. In FY27, since schools will not be required to budget for these add-ons, budgets will not include this additional funding.

Square Footage for Custodial Allocation Updated for Modernized Schools

The custodial allocation model contains updated square footage for all schools modernized up through SY26-27. 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.

NPS Inflation

School NPS allocations, including custodial supplies, were inflated by 3% for FY27, aligned to the CPI.

Discontinued Positions

The below positions will no longer be school based position options. Principals who budgeted for these positions in FY26 will still see them as line items on their budgets in QuickBase (with the FY26 quantity shown) but will not have the ability to add these positions for SY26-27 (FY27).

- **Art Therapist** – The school based Art Therapist position will be discontinued as of FY27. The art therapy program is centralized program supported by the DCPS school mental health program. For mental health services, school leaders may consider budgeting for an additional position within the school mental health portfolio.
- **Intervention Coach** – The Intervention Coach position will be discontinued as of FY27. The intervention coach is not a fully supported DCPS program.
- **Manager – School Administration and Operational Support** – The Manager – School Administration and Operational Support position will be discontinued as of FY27. The Manager – School Administration and Operational Support is not a fully supported DCPS program. School Leaders are encouraged to meet with the Strategic School Operations team to discuss if additional School Strategy and Logistics (SSL) positions will meet the needs of the school as an alternative.
- **TLI Teacher Leader – Culture** – The Teacher Leader Initiative (TLI) program no longer supports the TLI – Culture position. School leaders are encouraged to budget for a different position to fit the programmatic needs of their school.

Position Title Changes

Behavior Technician (Whole School) - The Behavior Technician position that is budgeted by schools with flexible funds (rather than allocated by DSI for BES classrooms) will now be titled “Behavior Technician (Whole School).” There is no change in the budgeting process for Principals.

Additional Compensation Minimums and Monitoring

Schools will continue to have minimum budgeting requirements for additional compensation based on prior year expenditures. For FY27, schools are required to budget **administrative premium at 85%** or more of their FY25 administrative premium expenditures. Schools are required to budget **overtime at 90%** or more of their FY25 overtime expenditures. Schools requesting to go below these minimum thresholds will be provided a request form and the request will go through a standardized review.

Administration of Medication (AOM) Training

To ensure that all schools have the required minimum of two AOM designees, an annual \$600 extra-duty payment will be made to staff that serve in the role. Accepting the payment means

the staff member is agreeing to serve in the AOM role for the school year. Funding for these two extra-duty payments has been pre-budgeted from flexible dollars and locked on budgets.

For more information, see the [School Health Services & Centers](#) section.

Budgeting for Additional Afterschool WTU/CSO Site Leaders

If a school leader is interested in selecting an Afterschool Site Leader who is a CSO or WTU member they will need to petition the Afterschool Site Leader line into administrative premium and budget an additional \$16,434 in administrative premium to cover the increased (\$60/hour) rate for the year.

For more information, see the [Afterschool Programming](#) section.

Teacher Leader Initiative (TLI) Stipend

Central Services is no longer able to subsidize Teacher Leader Initiative (TLI) positions by funding the additional compensation provided to TLIs at schools. For SY26-27 schools will be responsible for budgeting this cost. The \$2,500 stipend has been added to the position cost of TLI positions. Stipend payments will continue to be managed centrally—there is no additional step that schools will need to take to ensure staff receive payment. For more information, see the [LEAP section](#).

Visa Fees

Schools who expect to incur visa costs must budget this in professional services and load it to the PCard.

Custodial Supplies Increase

Central services is limited in the ability to support schools in SY26-27. Schools should ensure budgeting for additional custodial supplies as needed based on historical usage. The Custodial team has put together an updated recommendation by school size.

For more information on the updated recommendations, see the [Custodial](#) section.

Removal of ANet

For SY26-27 Central Services will no longer be funding an ANet contract. Schools may continue to budget for services using contractual services.

Blended Learning

Electrnoic Learning may not be loaded onto the PCard and must be procured in PASS.

Attendance Thresholds Updated

The recommended thresholds for schools with High, Medium, and Low attendance needs have all been updated.

For more information, see the [Attendance](#) section.

Athletic Coordinators

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. In addition, schools should budget for additional administrative premium for anticipated time worked outside of the tour of duty in the event an alternative tour of duty is not in place. Opportunity Academies will still be eligible for these stipends.

Middle schools that offer 14 or more athletic teams should budget for an Athletics & Activities Coordinator position. In the event a middle school with 14 or more athletic teams does not have the funding to budget for an Athletics & Activities Coordinator position, DCIAA will approve Athletic Extra Duty/Stipend Pay after consultation with the respective Principal and Instructional Superintendent in which a clear plan for duties associated as outlined and agreed upon by the employee receiving the stipend.

For more information, see the [Athletics](#) section.

Reading Specialist Requirements

Schools budgeting for reading specialists must ensure candidates are ready to take a Praxis exam upon the start of the service. Reading specialists must also hold a Master's Degree. A comparable position is a Reading Teacher.

Resident Teachers Placement

City Teaching Alliance (CTA) Residents cannot serve as replacements for special education aides. Effective school year SY25-26, City Teaching Alliance will no longer place residents in Pre-K classrooms.

For more information, see the [Resident Teachers](#) section.

Safety and Belonging (formerly SEL)

The Social Emotional Learning (SEL) program is now called Safety and Belonging.

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. DCPS will have a small amount of funds available centrally to support student transportation accommodations. These funds will be exhausted on a first-come first-served basis.

To request OSSE–DOT transportation for a field trip, schools must use the Quickbase Field Trips application. Staff should select “Day Trip/Less than 50 Miles” under Trip Requests and choose “OSSE–DOT” as the intended mode of transportation. The request must include full trip details (date, times, destination, etc.). Requests must be submitted at least 10 business days before the trip, after which OSSE–DOT will confirm or deny service availability within three business days.

Guiding Principles

Context

DCPS Fiscal Year 2027 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. School leaders can view their specific school level requirements in the budgeting application “Submit Checklist.”

| 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 | Teacher – Arts, Music, World Language, Physical Education |
| | <p>Based on the number of classroom teachers budgeted in SY25-26 adjusted for year-over-year changes to projected enrollment, a quantity of classroom teachers is pre-budgeted for schools. School leaders must budget at least this number of classroom teachers for their budget to be approved for submission.</p> <p>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.</p> | |
| Administrative Premium | <p>The total amount of FY25 (SY24-25) local expenditure charges as reported by DDAC dashboard has been pre-budgeted from schools’ flexible funding in the QuickBase budget application. It is recommended school leaders maintain the full amount of administrative premium. Budgets will not be approved (unless a school applies and is approved) for submission unless 85% of the pre-budgeted amount (FY25 expenditures) is budgeted.</p> | |
| Custodial Overtime | <p>The total amount of FY25 (SY24-25) local expenditure charges as reported by the DDAC dashboard (both custodial and general overtime) has been pre-budgeted from schools’ flexible funding in the QuickBase budget application. Budgets will not be approved (unless a school applies and is approved) for submission unless 90% of the pre-budgeted amount (FY25 expenditures) is budgeted.</p> | |
| Custodial Supplies | <p>Custodial Supplies are required to be budgeted at the following minimum thresholds:</p> <ul style="list-style-type: none"> • Enrollment under 300: \$3,500 • Enrollment over 300 and under 500: \$4,000 • Enrollment over 500 and under 800: \$5,500 • Enrollment over 800 is \$7,500 | |

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 | <p>Positions that focus predominately on classroom instruction outside of core content</p> <p>Examples: inner core teacher, special education teacher, multi-lingual learner teacher, aide, interventionist</p> | Class sizes must remain in alignment with FY27 budget guide allocations. |
| Instructional Leadership Positions | <p>Focus predominately on coaching teachers</p> <p>Examples: principal, assistant principal, instructional coaches, TLIs</p> | <p>At least one leader focused on ELA and one on math (this could be a principal, AP, IC, TLI, etc.).</p> <p>Up to 15% of your total budget can go toward instructional leadership FTEs.</p> |
| Student Support Positions | <p>Focus predominately on providing direct services to students</p> <p>Examples: social worker, school counselor, school psychologist</p> | Must be budgeted in alignment with FY27 budget guidance. |
| Operations Support | <p>Positions that focus predominately on smooth operations, fiscal, and facilities management</p> <p>Examples: MSL, DSL, attendance counselor, business manager</p> | <p>Each school should have at least one operations support position.</p> <p>Up to 8% of your total budget can go toward operations support FTEs.</p> |
| School Climate Support | Positions that focus predominately on supporting school climate and culture | These positions can be budgeted with flexible funds. |

| | | |
|---|---|--|
| | Examples: dean, ISS coordinator, RJ coordinator | 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) | Manager – High Impact Tutoring |
| | Manager – Specialized Instruction | Manager – NAF Academy |
| | TLI Teacher Leader (all) | Principal |
| 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 – Pathways | Coordinator – Parent |
| | Coordinator – Technology | Coordinator – Program |
| | 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

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 FY27, 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.).

| SY26-27 High Schools with Credit Recovery Funding | | |
|---|------------------|----------------------------------|
| Anacostia HS | Ballou HS | Ballou STAY |
| Bard Early College HS | Cardozo EC | Coolidge HS |
| Columbia Heights EC | Dunbar HS | Eastern HS |
| Garnet-Patterson STAY | Jackson-Reed HS | Luke C. Moore HS |
| Thompson 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 the Office of SEAD – Strategy (STARS and Graduation Success Initiatives teams).

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

- Anthony Beckwith, Manager of Extended Learning, Office of SEAD Strategy – anthony.beckwith@k12.dc.gov
- Ashleigh Tillman, Director of Graduation Success Initiatives, Office of SEAD Strategy – ashleigh.tillman2@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 39 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

DCPS requires NAF Academies to have a Director (NAF Academy Director, ET-6). Multiple academies within the same school may share a Director, per 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 Career and Technical Education 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 Career and Technology Education 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 Career and Technical Education 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 and 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 and Vocation Education teachers to staff their programs and academies if desired, but allocated positions may not be removed.

Based on a school's master schedule, CTE and Vocational 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

- Sherry Richardson, Director, Career and Technical Education – sherry.richardson@k12.dc.gov
- Glenn Starnes II, Senior Deputy Chief, SEAD Strategy – glenn.starnes@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, Thompson, 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 are budgeted and managed by Central Services. The Ninth Grade Academies program is funded by 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

- Dr. Tavis Richardson, Director of Grade Level Academies – tavis.richardson@k12.dc.gov
- Dr. Kimbria Litte, Deputy Chief, SEAD Strategy – kimbria.little@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 SY26-27 | 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 teacher, or a TLI position (this varies by school) | Exhibition Project Coordinator | Community Project Coordinator | Personal Project Coordinator | CAS (Community, Action, Service) Coordinator-project for IB Diploma candidates at 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 requirements needed to maintain IB status. | 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 Services. Purchases made with a PCard can | No |

| | | | |
|--|--|---|---|
| | | 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 (if authorization visit occurs before October 1 st) |
| 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, SEAD Strategy may provide opportunities for NPS support, such as teacher professional development for IB schools.

Non-Financial

The Office of SEAD Strategy 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 SEAD Strategy supports school IB Coordinators through collaborative IB Coordinator meetings and direct individual support.

Points of Contact

- Damali Stewart, Director, Postsecondary Success Programs – damali.stewart@k12.dc.gov
- Dr. Kimbria Litte, Deputy Chief, SEAD Strategy – kimbria.little@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, martin.compton@k12.dc.gov
- Sherry Richardson, Director Career and Technology Education, sherry.richardson@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

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.

In previous years, schools were assigned allocations as “Library Funds” for the DCPL MOU and electronic library services. Starting in FY27, however, these funds will be centrally managed and will no longer appear on school budgets.

Budgeting Recommendations

Schools should align support for the school library with additional staffing as per the personnel recommendation below. 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.
- 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. Historically, schools with a certified school librarian see a significantly higher utilization of physical book checkouts, and 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, 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 library resources on behalf of schools.
- 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

- Nijma Esad, Manager, Library Programs, OTL-nijma.esad@k12.dc.gov

Helpful Resources

- [OSSE Licensure Requirements](#)
- [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. 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 hires and staffs 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.

DPR will provide lifeguard and pool operator staffing at their pool sites. Participating schools must provide chaperones to monitor locker rooms and travel to and from school sites. Schools should have a staff member to assist in the pool with students who need additional support.

Centrally Managed Funds

In previous years, schools were allocated funds for the DPR MOU agreement which included funds for pool supplies and transportation. Starting in FY27, these funds will be centrally managed and will no longer appear on school budgets. All centrally managed pool programs for schools will continue in FY27.

Points of Contact

- Miriam Kenyon, Director, Health & Physical Education – miriam.kenyon@k12.dc.gov

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 be compensated at a rate of \$1,500 from centrally managed funds as a key duty stipend. Given that the services provided by special education teachers are federally mandated, the use of these staff members as substitutes is strongly discouraged. Special education teachers must be able to meet their required responsibilities and provide the mandated services to students with disabilities. Schools with coverage needs should contract substitute teachers to fill those roles rather than redirecting federally mandated staff.

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 automatically receive the 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 schools with 10:6 Inclusion classrooms are Amidon-Bowen ES, Burroughs ES, Burrville ES, Cleveland ES, Garrison ES, John Francis EC, J.O. Wilson ES, Ketcham ES, and Thomas ES.

Example: Inclusion/Resource Teacher Allocation Model

To demonstrate how the inclusion/resource allocation model works, see the example below for a hypothetical school:

| 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, 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

Local Education Agency (LEA) Representative Designee

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

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

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

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

- Ensuring special education teachers are meaningfully engaged in content-level co-planning, using student data to develop lessons that are aligned to the CCSS and appropriately modified and accommodated to meet the needs of individual students
- Completing regular observation and feedback of teachers, behavior technicians, and special education aides on the implementation of lesson plans
- Overseeing IEP and assessment quality, timeliness, and compliance by supporting case managers to effectively manage their caseloads
- Leading the special education team in building cohesive and trusting relationships with families
- Schools may invest in the following positions to support instruction and/or compliance, as well as serve as the LEA representative designee. Only TLIs are eligible for extra duty pay as the LEA representative designee role is considered part of the tour of duty for the other positions.

| Position | Roles and Responsibilities |
|------------------------------------|--|
| Coordinator – Special Education | <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>Includes responsibilities of Coordinator, and:</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 • 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>Includes responsibilities of Manager, and:</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. |

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

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 Modified Instruction & Programming 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 Grimm (regina.grimm@k12.dc.gov)
- Modified Instruction & Programming (Self-Contained Classrooms) – Crystal Millington (crystal.millington@k12.dc.gov)
- Monitoring and School Support – Sheila Grant (sheila.grant@k12.dc.gov)

- Inclusive Instruction & Programming – Regina Grimmett (regina.grimmett@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, teachers of Students with Disabilities and Multilingual Learners- along with 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 FY27, 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. They must also be prepared to pass the Praxis exam for Reading Specialists by the start of their tour of duty.

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. Access guidance for curricular resources provided by the Office of Teaching and Learning here: [SY26-27 Curriculum & Assessment Resources & Recommended Programs & Partners for School Purchase](#) 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
- Dr. Elizabeth Baird-Thompson, Director, Elementary ELA and Social Studies – elizabeth.baird-thompson@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 off track in original course credits to get back on a timely path to graduation by providing more flexibility in scheduling and completing courses. Twilight courses are taken in addition to, and not in place of, a full schedule taken during the traditional school day. This means that 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 FY27, Twilight programming is open to Title I 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.

| SY26-27 High Schools with Twilight Funding | |
|--|----------------------------------|
| Anacostia HS | Dunbar HS |
| Ballou HS | Eastern HS |
| Bard Early College HS | Thompson HS |
| Cardozo EC | Phelps ACE HS |
| Columbia Heights EC | Ron Brown College Preparatory HS |
| Coolidge HS | Roosevelt HS |
| | Woodson, H.D. HS |

The exact amount of funding available to each school is determined based on school enrollment, 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 Academic Recovery 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 | \$9,180 |
| 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 September 30th.

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 in the 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).
- Courses (0.5 & 1.0 credit) can be offered across 1 of 2 terms within a semester and 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?
- Can the student cross-enroll at another school that is offering the course or in central virtual programming?
- Is Garnet-Patterson STAY (GPS) offering the required course(s) in their virtual evening program?

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, during the school day, or through GPS' virtual evening program.

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

- Anthony Beckwith, Manager of Extended Learning, Office of SEAD Strategy – anthony.beckwith@k12.dc.gov

- Ashleigh Tillman, Director of Graduation Success Initiatives, Office of SEAD Strategy – ashleigh.tillman2@k12.dc.gov

Helpful Resources

- [Twilight Program Overview Updated 120425.pdf](#)

NON FLEXIBLE 2 ALLOCATIONS

Additional Compensation

How Funds Are Pre-Budgeted

Based on historical spending of administrative premium and overtime, schools have the total amount of FY25 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 up to 85% of the pre-budgeted administrative premium amount and at 90% of the pre-budgeted custodial overtime amount. Any request to go beneath these requirements must go through the formal approval process outlined to school leaders. 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 or EG-9 member of the WTU. The rate for administrative premium is \$60/hour.

CSO members are also eligible administrative premium pay at the rate of \$60/hour for work performed on weekends or outside of their regular tour of duty, no more than 10 hours per week. Supervisors must document when work is performed and provide written authorization for the payment of extra duty pay prior to the work being performed. This payment is made through a timesheet entry in PeopleSoft, and the time reporting code is CSAP.

These hours are entered into timesheets at the school level and paid via the CSAP (CSO Admin Premium) Time Reporting Code (TRC) in PeopleSoft.

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. This includes after-hour field trips.

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.

Administrative Premium and Overtime Monitoring

In 2025, The Office of Employee Services (OES) and Office of Fiscal Strategy (OFS) collaborated to create a new DDAC Dashboard, [Additional Hourly Compensation](#), to help schools monitor their additional compensation against their budget throughout the year.

Since its launch, the School Core team has begun monitoring additional compensation spending (administrative premium and overtime) against monthly thresholds. If spending is trending

towards exceeding expected budget levels, schools are notified and asked to take corrective actions to realign spending with expectations.

The monthly threshold targets are as follows:

| Month | Target Percentage |
|-----------|-------------------|
| October | 10% Spent |
| November | 20% Spent |
| December | 25% Spent |
| January | 35% Spent |
| February | 45% Spent |
| March | 52% Spent |
| April | 62% Spent |
| May | 72% Spent |
| June | 80% Spent |
| July | 85% Spent |
| August | 92% Spent |
| September | 100% Spent |

For questions or support, please contact your School Core Specialist or send an email to dcps.schoolcore@k12.dc.gov

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

- Secondary department chair stipends

Non-athletic extra duty pay requests (except CSO extra duty pay and Non-DCPS Employees) 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 SY26-27 with an individual who is not also a TLI LEAP Leader will need to budget for it during FY27 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.

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

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.

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.

Summary

| Union Member | Process | Notes |
|--------------------------------|--|---|
| WTU and AFSCME Members | Submit applications via Extra Duty Pay QuickBase Application Principals can log into https://www.dcpsotc.org/schools/extra-duty to access the approval dashboard under the 'School Leaders' tab 'Approve Extra Duty Payments'. | Only teachers and aides who have applied and been approved by their principals in QuickBase will be eligible for the extra-duty stipends. |
| Non-WTU and Non-DCPS Employees | Principals fill out the request form and send it to the compensation team, along with a W-9 | |

Points of Contact

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

Helpful Resources

- [Additional Hourly Compensation Dashboard:](#)
- [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.

Staffing 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 (AFSCME) | 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* | See staffing model above |

**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.*

In the event, a school is interested in selecting an Afterschool Site Leader who is not a member of the AFSCME union, you may select a CSO or WTU member to serve in that capacity. Schools that opt to budget for a WTU or CSO afterschool site leader will need to petition the Afterschool

Site Leader line into administrative premium and budget an additional \$16,434 in administrative premium to cover the increased rate for the year.

| Position | Requirement | Hourly wage | Hours per day | Note |
|---|---|---|-----------------|---|
| Afterschool Site Leader (WTU OR CSO Member) | Required unless there is a full- or part-time Afterschool Coordinator | \$60/hour (only \$27/hour is included in the allocation) | 3 hours per day | Manages daily operations of the program |

Program Requirements

- 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:** All OSTP programming must operate daily throughout the school year, beginning the first day of school, with the exception of established dates listed in the OSTP Calendar shared annually in May for the following school year.
- **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 other instructional 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 an enrollment of 200 or more students should allocate funds for a full-time or part-time Afterschool Coordinator. This can be done using the Afterschool Site Leader allocation combined with flexible school budget funds. Alternatively, schools may choose to use only flexible budget funds for the coordinator position while also employing a Site Leader to help manage a large and 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 (ASL) 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 (outside of 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

- Elizabeth Robinson-Pugh, Manager, Out of School Time Programs
elizabeth.robinson@k12.dc.gov
- Asheigh Tillman, Director Graduation Success Initiatives – ashleigh.tillman2@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 |

- 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 | 1 more if over 300 students | 2 more if over 500 students |
| 2 more if over 500 students | 2 more if over 500 students | 3 more if over 1,000 students |
| 3 more if over 1,000 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 based on their building size and inflated annually to account for inflation. The typical costs for custodial supplies based on school enrollment are outlined below:

| School Size | Cost of Supplies |
|--------------------|-------------------|
| Under 300 Students | \$10,000-\$12,000 |

| | |
|----------------------|-------------------|
| 300 – 500 students | \$13,000-\$17,000 |
| 500 – 800 students | \$18,000-\$21,000 |
| 800 – 1500+ students | \$22,000-\$25,000 |

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, increased costs, 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 through SY26-27. 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.

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, schools will also be provided with suggested supply and inventory lists created during onsite coaching with the Strategic School Operations (SSO) Team. 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 & 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 (meaning At-Risk Non-MLs receive \$1,000 + \$500) | \$200/Not At-Risk Non-ML elementary |
| | \$300/Not At-Risk Non-ML secondary |
| | \$10,000 flat rate for At-Risk MLs |

Budgeting Recommendations

Dual Language program grant funds are allocated to support DL programs in implementing their DL Program plans, such as supplementing Spanish literacy instruction and language development, ensuring linguistic 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 |
| Extra-Duty Pay or Administrative Premium | <ul style="list-style-type: none"> Pay for teachers completing dual language related activities outside of the tour of duty |

Non-Personnel Spending Recommendations

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

- Licenses for Spanish interventions (Please note that in SY26-27 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.
- Replacement of lost or destroyed materials from previous curricular kits
- Subscriptions to supplemental curricular materials (*Newsela*, *Reading A-Z*, *MyON*, *Just Right Reader*, etc.)

Dual Language specific professional learning and development:

These funds can be used for dual language specific conferences and professional learning for staff, such as:

- CARLA (Center for Advanced Research on Language Acquisition)
- NABE (National Association for Bilingual Education)
- La Cosecha

Central Support

Financial

Central Services provides the following financial support for DL curriculum and assessment:

- Eureka Math² in Spanish K-5
- Materials for Paired Literacy Curriculum K-5 for new classrooms only
- I-Ready Evaluacion, Spanish Reading Assessment for 3-5
- MClass Lectura, Spanish Reading Assessment for K-2
- Benchmark Fonetica y Gramatica for K-2 kits (for new classrooms)
- Benchmark Fonetica y Gramatica digital access for all Spanish Language Arts K – 2 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
- For ML-specific funding questions, see the Multilingual Learners point of contact.

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.

Changes for SY26-27

- ECED will no longer provide instructional coaching or LEAP implementation. Schools will receive cluster-level supports and teachers will have access to district-wide professional development on PD days. *
- ECED will no longer provide family services support. It is the expectation that Pre-K students and families are supported through school-based staff. This includes support for Pre-K enrollment and attendance. *
- ECED will no longer provide stipends to LEAP leaders. Schools will be responsible for identifying staff within their school to facilitate ECE LEAP and compensating them as needed.

- ECED will no longer provide any replenishment materials for ECE teachers after 2026. Schools will be responsible for replacing any needed ECE materials (i.e., furniture, nap mats, etc.) and providing all consumables for Pre-K classrooms (i.e., paint, glue, crayons).
- “Small Settings” classrooms will be introduced as a new model for inclusion in some schools in SY26-27. Additional details are included below.

**Head Start schools will continue to receive materials, coaching, and family services support in alignment with previous years.*

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 (ELS)

ELS classrooms provide a structured, nurturing environment that focuses on building foundational skills in areas such as communication, social-emotional development, motor skills, and early academics. Instruction is tailored to each child’s Individualized Education Program (IEP) and delivered in small groups to ensure personalized attention and progress. 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 (CES)

CES classrooms provide a structured language-rich environment for students who need intensive support in developing communication skills. These classrooms focus on building expressive and receptive language, social interaction, and functional communication through individualized instruction and evidence-based strategies. 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, Burrville ES, Burroughs ES, Cleveland ES, Francis Stevens EC, Garrison ES, J.O. Wilson ES, Ketcham ES, and Thomas ES.

New: Small Early Childhood Education (ECE) General Education Classroom

The Small Setting ECE classroom is designed to provide a nurturing, inclusive learning environment for young children with and without disabilities. This classroom will be staffed by 1 general education teacher and 1 paraprofessional and maintains a ratio of 10 students including 4 students with IEPs. The small class size allows for individualized attention, differentiated instruction, and support of each child's unique developmental needs. Students engage in a variety of hands-on activities, including literacy, math, social-emotional learning, and sensory-motor experiences, all within a structured and supportive routine.

The classroom promotes peer interaction, collaboration, and social skill development while ensuring access to appropriate accommodations and modifications for students with disabilities. The classroom emphasizes early learning goals, inclusive practices, and the development of foundational skills to prepare students for success in future educational settings. Schools that will have a Small Settings classroom in SY26-27 will be notified directly by ECED.

Staffing 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.

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

It is the expectation that 2 school-based staff members are present in Pre-K classrooms at all times. The only exception to this is to nap as long as all children are settled and resting on their mats (60 minutes in Pre-K 4, 90 minutes in Pre-K3)*. When creating budgets, schools should consider whether they have ample school-based staff to cover required breaks for Pre-K teachers and aides given this requirement and, if needed, 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.

**Exception does not apply in Head Start schools.*

For increased instructional development, Principals may consider hiring an Early Childhood Instructional Coach or identifying an ECE TLI. Please note, that ECE will no longer fund stipends for Pre-K teacher leaders and/or TLIs.

Non-Personnel

The Early Childhood Division no longer provides replenishment supplies (including health and safety supplies and nap mats) 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) |
|---|--|
| <p>Health and Safety Materials</p> <p>Examples: pull-ups, wipes, gloves, cleaning materials, tissue, outlet covers, first-aid kits, cabinet locks, family style meal items</p> | <p>\$500</p> <p>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.</p> |
| <p>Consumable Art Materials</p> <p>Examples: glue, paint, crayons, markers, etc.</p> | <p>\$400</p> |
| <p>Toys, Books, and Manipulatives</p> <p>The school should plan to replace a portion of the classroom materials annually, replacing any broken, torn, or worn-down toys or books.</p> | <p>\$500</p> |
| <p>Furniture Replacements</p> <p>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.</p> | <p>\$1,300 (to replace items on an as-needed basis)</p> <p>Costs to Consider:</p> <p>Large Carpet (\$600)</p> <p>Classroom Tables (\$300-\$500 each)</p> <p>Bookshelves (\$300-\$700 each)</p> |
| <p>Nap Mats</p> <p>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.</p> | <p>\$250 (if the school plans to replace 4 mats or 3 cots annually)</p> <p>Note: If the school plans to replace all cots or mats in a given year they should budget \$1,100 per classroom for mats or \$1,900 for cots.</p> |
| <p>Field Trips</p> | <p>\$2,000</p> |

| | |
|--|-----------------------------------|
| 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. | |
| 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

While the DCPS Early Childhood Division (ECED) will no longer provide direct coaching support or family services support, the division will continue to provide a variety of centrally-funded supports to ensure high-quality early childhood programming in schools primarily through the Head Start program and the Cluster Support Model.

The centrally funded supports include the following:

- o Cluster Support - ECED provides instructional support to clusters, in alignment with instructional superintendent direction, through the Cluster Support Model.
- o Instructional Support - ECED provides instructional support through the development and implementation of district-wide PD sessions for teachers, coaches, and leaders and the provision of a variety of instructional resources and supports on Canvas.
- Curriculum – All ECE classrooms (other than Montessori classrooms at Nalle ES, Langdon ES, and Capitol Hill Montessori) use Strong Start and Close, Creative Curriculum, Building Blocks Math Curriculum, and Heggerty. ECED can provide Strong Start and Close, Creative Curriculum, Building Blocks, and Heggerty materials for new PK classrooms at all schools. ECED will also provide training on curriculum through district-wide PD days, Canvas resources, and New Educator Orientation. Please note that some schools will likely pilot a new interdisciplinary curriculum in SY26-27. Materials and training will be provided by the Early Childhood division.
- GOLD – ECED is responsible for the contract for Teaching Strategies GOLD, the online assessment system used in PK classrooms. ECED also provides GOLD training through the online platform.

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 |

| | |
|---|--|
| Institute for Global Learning (formerly 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 SY26-27 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 Education team. | | |
| 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 non-personnel 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 the Institute for Global Learning memberships.

Points of Contact

- Bianca Duphey, Director, Academic Innovation – bianca.duphey@k12.dc.gov
- Kirsten Hagen, Manager, Global Education – kirsten.hagen@k12.dc.gov
- Jefferson Glassie, Specialist, Global Education – jefferson.glassie@k12.dc.gov

Helpful Resources

- Schools can find more information about Global Studies Schools at <https://dcpsglobaled.org/>
- Contact DCPS Global Education 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.

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](#)).

Given that the services provided by ESOL teachers are federally mandated, the use of these staff members as substitutes is strongly not recommended. ESOL teachers must be able to meet their required responsibilities and provide the mandated services to ML students. Schools with coverage needs should contract substitute teachers to fill those roles rather than redirecting federally mandated staff.

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 Itinerant ESOL services that are Centrally Budgeted. These schools will not see this allocation on their budgets.*

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)

Given that the services provided by ESOL teachers are federally mandated, the use of these staff members as substitutes is not recommended. ESOL teachers must be able to meet their required responsibilities and provide the mandated services to ML students. Schools with coverage needs should contract substitute teachers to fill those roles rather than redirecting federally mandated staff.

- 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 Kristopher.Bengtson@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.*

Student Based Budgeting (SBB) Multilingual Learner (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 Kristopher.Bengtson@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, services for professional learning etc. Please see the following chart of the Programs/Licenses that have been supported by LAD previously. Please note the adjustments for SY26-27.

| 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 | Paid in full by LAD | K-12 teacher-facing |

| | | | |
|-------------------------------|---|--|---------------------|
| | Ellevation Dashboard offers a comprehensive view of ML-related data. | | |
| 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 achieve success with social and academic English. Learning A-Z's Raz-Plus ELL Edition | Paid in full by LAD | K-12 student facing |

| | | | |
|----------|---|---------------------------|---------------------|
| | <p>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 |
| 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 |
| iLit | <p><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.</p> | Schools should use ML SBB | K-8 student-facing |
| Lingt | <p>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</p> | Schools should use ML SBB | 6-12 student-facing |

| | | | |
|--|---|--|--|
| | students' work and review as learning evidence. | | |
|--|---|--|--|

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

- Brittany Crumbling, Manager, School Counseling and Postsecondary Planning, Office of Social, Emotional, and Academic Development (SEAD) Strategy – brittany.crumbling@k12.dc.gov
- Damali Stewart, Director, Postsecondary Success Programs, Office of Social, Emotional, and Academic Development (SEAD) Strategy – damali.stewart@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

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 either allocation to zero during budget development.**

Additionally, 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.

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:

- Schools must evidence that there is not a community partner available to provide needed services.
- 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.
- 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.
- 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.

The following data will be used when reviewing petitions:

- 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.
- 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).
- 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.

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 Fallon Jones regarding next steps for placement.

During budget development and as part of 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.

If your school has a school psychologist vacancy and you are interested in an intern position, please contact Fallon Jones. Interns cannot replace existing school psychologists.

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
- Fallon Jones, Director, School Mental Health Internships – fallon.jones@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 FY27, 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 that do not require a petition 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

Examples of allowable Title I – Parent & Family Engagement expenditures that require a petition include:

- 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

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 FY27, 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 educators 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 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

Examples of allowable Title II – Professional Development expenditures that do not require a petition include:

- Professional development activities to improve classroom instruction and/or teacher performance
- Personalizing professional learning
- Professional services to host professional learning opportunities for school-based staff
- 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

Examples of allowable Title II – Professional Development expenditures that require a petition include:

- Conference registration fees for school-based staff to enhance their professional learning
- Subscriptions and/or membership fees for professional learning platforms and/or organizations
- Travel costs incurred to attend out-of-town professional learning
- Tuition for school-based staff to enhance their professional learning
- Supplies to support educator effectiveness, including pedagogical materials for supporting students with disabilities and multilingual learners

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

FLEXIBLE ALLOCATIONS

At-Risk

For FY27, 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 FY27, this per-pupil dollar amount is \$4,173 per student.

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 \$1,082 per student over the 40% threshold. Schools with more than 70% At-Risk students receive an additional \$1,082 for all the students over the 70% threshold.

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 FY27, the per-pupil amount for the Over-Age Supplement is \$834.

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 FY27 per-pupil amount was based on historical spending data, across the different school types. The FY27 per-pupil NPS allocation is a 3% increase compared to the FY26 NPS allocation to account for inflation. Projected enrollment was multiplied by the per-pupil amount to calculate the allocation. Below are the FY27 per-pupil amounts by school type:

- Elementary Schools & Early Learning Centers: \$383/student
- K-8 Education Campuses: \$379/student
- Middle Schools: \$403/student
- High Schools (including Secondary Education Campuses and Alternative High Schools): \$701/student
- Special Education Campuses: \$2,551/student

Schools should note that a portion of their flexible funding is pre-budgeted for the following:

- **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.
- **Administrator of Medicine (AOM) Compensation:** All schools have \$1,200, the cost of two AOM stipends pre-budgeted and locked on their budgets

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.

Typically, non-personnel funding is the last to be budgeted and is often what is reduced. 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 FY27, schools can reprogram a cumulative amount of \$100,000 before the additional approvals of DC Council and the Office of Budget and Performance Management are needed. All reprogrammings require 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.

Points of Contact

Principals and finance professionals should work with their school core team specialists.

- Clusters 1, 4, and 7: Paulina Litter: paulina.litter@K12.dc.
- Clusters 2, 5, and 9: Nicole Carrillo: nicole.cruz@k12.dc.gov
- Clusters 3, 6, and 8: Mikaela Bozza: mikaela.bozza@k12.dc.gov

Opportunity Academy Weight

For FY27, the Opportunity Academies (Ballou STAY, Garnet-Patterson STAY, and Luke Moore HS) will receive fully flexible allocations of \$4,173 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.

Opportunity Academies will continue to 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 \$74,291 (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 approved budget to ensure they can afford the appropriate number of classroom teachers for SY26-27. Sustainability funding is calculated by comparing schools' FY27 formulaic budgets to their FY26 approved budget (excludes any centrally managed funds, but includes 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 FY26 approved budget, it will receive a fully flexible allocation of sustainability 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 FY27 | |
|--|------------------------|
| 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.

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

REQUIRED PROGRAMMING

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 a minimum of 45 minutes/week, goal of 90 minutes/week.
- Music requirement of a minimum 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. Contracted partners may enhance instruction, not replace DCPS art & music teachers. 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) | 1.0 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) | 1.0 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 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 in the above chart 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](#)

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 or 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 and Athletic Director are full-time positions with different requirements.

- The Athletics & Activities Coordinator position is an ET-10 position. It requires a candidate to have a Master’s degree and at least three (3) years of experience. While not required, beginning SY26-27, it is recommended that Athletics & Activities Coordinator positions obtain the Registered Athletic Administered (CAA) professional certification.
- The Athletics Director position is an ET-6 position, which is a full-time position. It requires a candidate to have a Master’s degree and at least seven (7) years of experience. While not required, beginning SY26-27, it is recommended that Athletics & Activities Coordinator positions obtain the Registered Athletic Administered (CAA) professional certification.

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. In addition, schools should budget for additional administrative premium for anticipated time worked outside of the tour of duty in the event an alternative tour of duty is not in place.

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

| Number of HS Athletic Teams | Recommended FTEs |
|------------------------------------|-------------------------|
| 15 athletic teams or fewer | 1.0 Coordinator |
| 16 athletic teams or greater | 1.0 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 School Athletic Coordinator

To have a successful middle school athletics program, school must identify the leadership necessary for program oversight and day-to-day management.

- Middle schools that offer 14 or more athletic teams should budget for an Athletics & Activities Coordinator position. In the event a middle school with 14 or more athletic teams does not have the funding to budget for an Athletics & Activities Coordinator position, DCIAA will approve Athletic Extra Duty/Stipend Pay after consultation with the respective Principal and Instructional Superintendent in which a clear plan for duties associated as outlined and agreed upon by the employee receiving the stipend. The Athletics & Activities Coordinator position is an ET-10 position, which is a full-time position. It requires a candidate to have a Master’s degree and at least three (3) years of experience. While not required, beginning SY26-27, it is recommended that Athletics & Activities Coordinator positions obtain the Registered Athletic Administered (CAA) professional certification.

| Number of MS Athletic Teams | Recommended FTE |
|------------------------------|-----------------|
| 14 athletic teams or greater | 1.0 Coordinator |

- Through the Athletic extra duty/stipend pay process, Middle Schools that offer less than 14 athletic teams, the Department of Athletics pays the stipend for one middle school per school. Athletic Coordinators at the middle school level receive a stipend for their role in ensuring their school athletic programs operate efficiently.

Elementary School Athletic Coordinator

Through the Athletic extra duty/stipend pay process, the Department of Athletics pays the stipend for one elementary school Athletic Coordinator per school. Athletic Coordinators at the 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
- Submit transfer packets to ensure compliance with DCSAA transfer guidelines
- Manage coach certification and coach pay

- Manage team rosters and participation reports 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, DCSAA, and NFHS
- Coordinate and oversee equipment and uniform inventory
- Manage athletic contests practices and events with appropriate personnel
- Oversee scheduling for athletic teams and contests
- Lead gameday process for home and neutral sites
- 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, Director of Athletics, SEAD Strategy – michael.bryant5@k12.dc.gov
- Glenn Starnes II, Senior Deputy Chief, SEAD Strategy – glenn.starnes@k12.dc.gov

Helpful Resources

- [DCIAA](#): 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, the 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 other 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 conference, 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:

- *High schools with 70% or more students who are chronically absent*
- *Middle schools with 35% or more students who are chronically absent*
- *Elementary schools with 40% 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:

- *High schools between 35% and 70% of students who are chronically absent*
- *Middle schools between 25% and 35% of students who are chronically absent*
- *Elementary schools between 15% and 40% 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:

- *High schools with less than 35% of students who are chronically absent*
- *Middle schools with less than 25% of students who are chronically absent*
- *Elementary schools less than 15% 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). Specialists use the [School Attendance Program Rubric](#) as a tool to evaluate a school's attendance program. The tool divides a school's attendance program into seven distinct categories for school-based staff to better understand what is expected of their attendance program and determine areas where coaching is needed. 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 SY26-27 will be shared with schools in the first week of February. For questions, email shyra.gregory@k12.dc.gov.

- [Graduation Requirements](#) (5-A DCMR § 2203)
- [Scheduling Guidance](#)

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
- Dr. Shareen Fernanders, Sr. Director, Core Content – shareen.cruz@k12.dc.gov
- Dr. Elizabeth Baird-Thompson, Director, Elementary ELA and Social Studies – elizabeth.baird-thompson@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
- 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 PK: Physical Education
 - 60 minutes of physical activity, which can be PE or another type of physical activity depending on scheduling allowability and age-appropriate physical activities.
- 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).
 - PE1 is a prerequisite and must be completed before enrollment in PE2.

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.
 - 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. Team sports (basketball, volleyball, etc.) are not appropriate content and do not align with the standards.
- Best practice: Health-certified teachers should be dedicated to only health instruction.

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
- Joshua Ledbetter, Specialist, Logistics Health & PE – joshua.ledbetter@k12.dc.gov

Helpful Resources

- [Health and Physical Education Planning Resources](#)
- <https://dck12.sharepoint.com/sites/InnerCorePlanning/SitePages/Health-and-Physical-Education.aspx>

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:

1. 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.
2. 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.
3. 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 Team Staffing Recommendations](#) 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, 2D, 2E, 3E, or 3F. TLI Teacher Leader is an official position designation that can be selected on a school's budget. Please refer to the [TLI Teacher](#)

[Leader IMPACT Group Code Reference Guide](#) for a detailed description of each applicable IMPACT Group Code.

Instructional Coaches

As part of the WTU Collective Bargaining Agreement (Section 2.4.1.1), 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.

Eligible Teacher Leaders receive an annual stipend. For SY26-27, the cost of this stipend will shift to school budgets; thus, the cost of Teacher Leaders will increase by \$2,500 to account for the stipend.

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: 3-6 • High School: 4-8 |
|--|--------|---|

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

Menu of Options

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

The following LEAP roles are available to schools:

- Assistant Principals
 - Assistant Principal – English Language Arts
 - Assistant Principal – 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 – 12mo
 - Instructional Coach – English Language Arts
 - Instructional Coach – ESOL
 - Instructional Coach – Math
- TLI Teacher Leaders
 - 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

Please refer to the [LEAP Team Staffing Recommendations](#) for scheduling and release time guidance.

TLI Stipend

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. **In FY27 Central Services is unable to budget for the cost of the TLI stipends. If schools budget for the TLI, they will take on the cost of the stipend.** To ensure this, the position cost of the TLI has been increased to account for the cost of the stipend.

- **TLI Stipend Eligibility Requirements:** To receive the annual TLI Teacher Leader stipend, an employee must meet two key criteria: (1) maintain a valid TLI Employment Contract with Employee Services, and (2) be assigned to a qualifying TLI IMPACT Group Code (1C, 2C, 2D, 2E, 3E, or 3F). Principals must ensure that TLI-designated teachers have both the required employment contract and appropriate group code placement before the stipend can be processed.
- 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.

Central Support

Non-Financial

- Central Services will continue to submit stipend payments; **However, if a Principal does not provide the requested TLI contact information by September 11, 2026 (Semester One) or February 12, 2027 (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.
- 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 SY26-27 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 Languages, please contact:

- Kate Burkett, Director, Language Learning– kate.burkett@k12.dc.gov
- Shana Wilson, World Languages Manager – shana.wilson@k12.dc.gov
- Maureen Wrightson, World Languages 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

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 [SY26-27 \(FY27\) 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 (7131019)

- Schools determine which programs they want to use based on recommendations from the specific content teams and Instructional Superintendents.
- Schools must submit any digital tool intended for instructional use to Central Services for approval prior to procurement and receive formal approval before purchase
 - For more information, please visit the [DCPS Education Technology Site](#)
 - For Operational/Logistics tools, please send an email to dcps.tech@k12.dc.gov for approval
- All subscriptions must be submitted as an RK in PASS; P-Card may not be used to procure subscriptions at this time
- Electronic Learning is a subscription and may cross fiscal years.
 - Subscriptions can only have terms of one calendar year
 - The start date of the subscription must use funds from the fiscal year in which it began
 - A license that is activated between October 1, 2025 to September 30, 2026 must use FY26 funds.
 - A license that is activated between October 1, 2026 to September 30, 2027 must use FY27 funds.
 - If schools do not budget and procure the subscriptions on time, the subscription will be turned off for that school.

Please remember to take into account lead time for both digital tool approval and procurement processing

Points of Contact

- Jason Moore, Manager, Literacy and Humanities Assessments & Interventions – jason.moore3@k12.dc.gov
- Kaila Ramsey Garza, Director, Elementary Math & Science – kaila.ramsey@k12.dc.gov
- Dr. Elizabeth Baird-Thompson, Director, Elementary ELA and Social Studies – elizabeth.baird-thompson@k12.dc.gov
- Jessica Chong-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
- Lucas Torre, Director, Integrated Learning (EdTech) – lucas.torre@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, Navigator Supports, 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

- Brittany Crumbling, Manager, School Counseling and Postsecondary Planning, Office of Social, Emotional, and Academic Development (SEAD) Strategy – brittany.crumbling@k12.dc.gov
- Damali Stewart, Director, Postsecondary Success Programs, Office of Social, Emotional, and Academic Development (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.

Current Connected Schools that would like to continue the Connected Schools Manager position, or schools that would like to become a Connected School, will need to budget for this role using flexible funds.

Schools that are interested in becoming a Connected School should contact the Connected Schools Team to discuss further requirements. 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 position 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 \$25,000 – \$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 receive centralized supports, including in-school coaching, monthly professional learning communities, progress monitoring and data administration, and support with partnership development.

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

- Partner-led programming
- Mental health support
- Food security resources
- Supplies for resource closet

Point of Contact

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

Flamboyant Partnership

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 relationship building visits (which encompasses both home and community visits). Welcome phone calls or “virtual visits” are not compensated. In order to be compensated for in-person relationship building visits, teachers must enter home visit information into Flamboyant’s online database. If the relationship building visits meet compensation criteria, school-based timekeepers will be responsible for using this information in order to enter relationship building 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) and no longer receive active coaching from Flamboyant.

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)
 - Note: no individual teacher may receive more than \$2,000 total
- 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 Engagement – sophie.hagan@k12.dc.gov

Grade Level and Department Chairs (Elementary & Secondary)

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.

Central Services will continue to budget for and process secondary Department Chairs stipends as in previous years.

Elementary schools that would like to create Grade Level Chair roles must budget for those stipends and include this line in their school budgets during the FY27 school budget development process.

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)
 - School budgeted, centrally processed for payment
- **All secondary Department Chairs shall receive a \$2,500 stipend** (Section 36.10.1)
 - Centrally budgeted, centrally processed for payment

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.

Criteria

Principals interested in budgeting for these roles will need to meet the following criteria.

- Elementary Grade level chairs (\$1,000 Annual Stipend budgeted by the school): Elementary school must have a **minimum of 3 classrooms in a given grade** for a Grade Level Chair to be budgeted for.
- Secondary Department Chair (\$2,500 Annual Stipend budgeted Centrally): Each secondary school is **allocated a maximum of 8 Department Chairs**; it is not required to fill all allocations.

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.

| 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. • 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. |

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

Additional Considerations

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, upon successful completion of responsibilities: \$2,500 for secondary Department Chairs; \$1,000 for elementary Grade Level chairs.

Summary

| Role | Stipend Amount | Funding Source | Budget Guidance |
|------------------------------|------------------------|------------------|--|
| Elementary Grade Level Chair | \$1,000 annual stipend | School Budgets | Principals must include stipends on their FY27 school budgets. |
| Secondary Department Chair | \$2,500 annual stipend | Central Services | Central Services will fund up to 8 stipends per school. |
| TLI LEAP Leader | \$2,500 annual stipend | School Budgets | The cost of the stipend is included in position cost. |

| | | | |
|---|--|--|---|
| Refer to the LEAP Budget Guide section for additional guidance. | | | Central Services will process stipends. |
|---|--|--|---|

Points of Contact

- DCPS.Chairs@k12.dc.gov: Elementary Grade level Chair & Secondary Department Chairs
- 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. Schools implementing HIT in both ELA and math may find this position especially valuable for managing school-wide logistics, strategy, and communication among staff and providers.

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.

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 and curated a comprehensive folder of [High-Impact Tutoring resources](#) to support effective HIT implementation. The Content and Curriculum team also organizes and facilitates professional development for HIT managers.

The Office of Teaching and Learning has prepared a list of recommended tutoring providers that schools may choose to work with using school-based funds. The partners are not centrally managed or funded: [SY25-26 High Impact Tutoring Providers - Updated 6.3.25.pdf](#)

Points of Contact

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

Helpful Resources

- [High Impact Tutoring](#) - DCPS Way
- [Selecting a HIT Provider](#)

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

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., Graduation Success Initiatives and 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
- Ashleigh Tillman, Director of Graduation Success Initiatives – ashleigh.tillman2@k12.dc.gov

Redesign

Purpose

The following schools are eligible to participate in the Redesign program in FY27: Anacostia HS, Ballou HS, Cardozo EC, Columbia Heights EC, Coolidge HS, Dunbar HS, Ron Brown College Preparatory HS, and HD Woodson HS. During the budget development process, any opportunities for centrally funded roles will be shared. 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 Design Lab 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 | Up to 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

- Constance Parham, Director, Innovation, Office of School Improvement and Supports, constance.parham@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 two 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 \$60,210, 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 serve as replacements for special education aides. Effective school year 2025–2026, City Teaching Alliance no longer places residents in Pre-K classrooms. Preferred placement grades will be first grade and above, although kindergarten placements may occur on a case-by-case basis. Residents may be placed in the following subject areas: Elementary (Grades K–6), Secondary Math (Grades 7–12), and Secondary English Language Arts (Grades 7–12). These changes are a result of OSSE’s accreditation guidelines, which require schools to maintain full compliance with Council for the Accreditation of Educator Preparation (CAEP) standards.

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. 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 two 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 AOM training, at no charge for staff.

To ensure that all schools have the required minimum of 2 AOM designees, a one-time \$600 payment will be made to staff that complete or recertify their AOM training. Accepting the payment to certify means that the staff person is agreeing to serve in the AOM role for the year.

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.

School-Based Health Centers (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 working 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 (BUAs).
- 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 of 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 (ACMs) 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 \$68,000 – \$136,000 for City Year in contractual services. Schools will be charged \$17,000 per ACM, with up to 50% of ACMs available for afterschool 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, email 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 SY26-27, however current schools should work directly with their Transcend coach to identify needs and specific budget estimates for support in SY26-27. 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 (21st CCLC) receive an afterschool allocation from the Out of School Time Programs team in the Office of Social and Emotional Academic Development . 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 Program Manager for the 21st CCLC grant in OSTP afterschool programs, Elizabeth Robinson (elizabeth.robinson@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:** 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 (8:00 a.m. – 4:30 p.m.) 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 BUA.
- **Supplies:** While partners typically cover these costs, it is important to determine 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 serving 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 and duration of the school year. **Central Services cannot 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.
- **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, Director, Partnerships – 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, Director, Connected Schools – carla.mike@k12.dc.gov
- For additional tutoring partners: Steven Gornstein, Specialist, Strategic Initiatives – steven.gornstein@k12.dc.gov
- For OSTP: Elizabeth Robinson, Manager OSTP or Ashleigh Tillman, Director Graduation Success Initiatives

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 Renee' Edelin 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 Renee' Edelin 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

All schools can add an SSL position to their budget. There is not a minimum enrollment requirement to add the SSL position to a school. However, the position must align with the enrollment numbers outlined below.

If a school is participating in the SSL program and its enrollment is 450 students or more, they must have a DSL. Additionally, all high schools must have an MSL or DSL.

If a school has specific circumstances, please reach out to Renee' Edelin for approval.

- *Schools are only allowed to have a CSL/ASL if they already have an MSL/DSL on the budget.*

| School Level | Enrollment | Position(s) |
|--------------------|-------------|----------------------|
| Elementary Schools | 450 or less | MSL or DSL & ASL |
| | 450 or more | DSL & CSL |
| Middle Schools | 450 or less | MSL or DSL & ASL |
| | 450-600 | DSL & CSL |
| | 600 or more | DSL, CSL & ASL |
| High Schools | 450 or less | MSL or DSL & ASL |
| | 450-600 | DSL & CSL |
| | 600-900 | DSL, CSL, & ASL |
| | 900 or more | DSL, MSL, CSL, & ASL |
| Education Campuses | 450 or less | MSL or DSL & ASL |
| | 450-600 | DSL & CSL |

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 Strategic School Operations Division, including streamlined communication, resources, and emergency support. 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 & 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 Atara Muhammad (atara.muhammad@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

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 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. 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

- Atara Muhammad, Manager, Literacy and Humanities Enriching Experiences = Atara.muhammad@k12.dc.gov

Helpful Resources

- [Schoolwide Enrichment Model Overview](#)

Safety and Belonging

Purpose

The Science of Learning and Development emphasizes that school context—including environment, relationships, and experiences—shapes student growth in both positive and negative ways. The school-based Culture and Climate Teams support all DCPS schools in applying a whole-child lens to create safety and belonging and manage student behavior and discipline, aligned to Chapter 25 of the DCMR (2009, updated 2015 and 2021–22), the Student Fair Access to School Amendment Act of 2018, and the Safe and Positive Schools Policy of 2023. These teams lead efforts in bullying prevention, restorative practices, and proactive strategies to build safe, supportive, and positive school environments. In addition, they partner with schools to determine appropriate behavior supports and responses, and to design student support staffing models that best meet the needs of each school’s population.

Program Guidance

Schools are not allocated Deans, Restorative Justice Coordinators Behavior Techs, or In School Suspension Coordinators; 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 culture 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:

- Ensuring all students have a deep sense of safety and belonging due to proactive implementation of DCPS’s five Power Practices
- 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 federal and District laws and policy, and the DCPS Strategic Plan, schools should structure their staffing with the goal of ensuring all students feel safe and have a strong sense of belonging.

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 | <p>Establish and facilitate school norms and policies focused on creating a safe and positive climate and culture</p> <p>Are knowledgeable and well versed in Chapter 25 and Student Fair Access to School Act of 2018</p> | <p>Direct work with students</p> <p>Collaborate with school-based teams to support classroom teachers, parents and students understand the discipline code and its outcomes</p> |

| | | | |
|---------------------------------|--------------------|--|---|
| | | <p>Leadership on school’s Safety and Belonging goals</p> <p>Monthly Power Practice Walkthroughs and progress monitoring of implementation</p> | |
| Behavior Technician | 1 per 200 students | Member of Restorative Practices team and direct support and intervention with students | <p>Implement restorative alternatives to actual suspension and expulsion cases once adequately prepared</p> <p>Contribute to implementation of school’s Safety and Belonging goals and implementation of DCPS’s Power Practices</p> |
| 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 | <p>Implementing Restorative Practices and direct support of students and staff</p> <p>Contribute to implementation of school’s Safety and Belonging goals and implementation of DCPS’s Power Practices</p> |

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

- Panorama Data (student sense of safety and student sense of belonging)
- Multi-Tiered Systems of Support (MTSS)
- Student Behavior Tracker (Student Discipline Data)

If unable to staff one of the positions above, please reach out to the Learning and Development of Science (LDS) 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 the DCPS Safe and Positive Schools Policy, Student Fair Access to School Act, and Chapter 25
- Trained in appropriate use of the Student Behavior Tracker
- Able to implement and incorporate Restorative Practice measures in their work

School Culture Staff Responsibilities

| School Responsibility | Primary | Support Staff |
|--|---------------------------------|--|
| Continuous improvement of DCPS Power Practice implementation with monthly walkthroughs | Dean/RJC | Behavior Tech |
| 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 to repair harm to the learning community | 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 |
| Monitoring of behavior data, safety and belonging data, and attendance data to proactively provide interventions for students who need additional support | Dean of Students | Behavior Technician |

| | | |
|--|---------------------------------|---------------------|
| Work with students in SEL Support Room to proactively develop SEL skills and to repair harm to the community | Restorative Justice Coordinator | Behavior Tech/ Dean |
|--|---------------------------------|---------------------|

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 Power Practices
- Student Behavior Tracker (SBT)
- Bullying Prevention

Point of Contact

- Michael Lamb, Deputy Chief, Learning and Development Sciences – michael.lamb@k12.dc.gov

Helpful Resources

- [Power Practice Walkthrough Tools](#)
- [Bullying Prevention](#)
- [DCPS Safe and Positive Schools Policy](#)
- [Student Fair Access to Schools Act](#)
- [DCPS Becoming School and Classroom Practices Tool 25-26](#)

Substitutes

Overview

The following will remain in place for SY26-27 to balance school needs with financial resources:

Schools will continue using the **two-part system** to manage substitute usage where:

- Schools will be able to utilize substitutes for all teacher and educational aide (ECE + SPED aides, only) vacancies and absences, **and**
- Schools will receive a centrally funded allocation for other allowable school-based needs *outside of absences and vacancies for teachers and aides* (e.g., IEP meeting coverage). Refer to [this resource](#) for non-allowable use cases.

Once schools spend their centrally funded allocation, they can only use substitutes for teacher and aide (ECE + SPED) vacancies and absences.

Details on the Centrally Funded Allocation

- Allocations are 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).
- Allocations comes from the centrally funded substitute budget; **however, schools will not see this on their budgets.** Schools can track their current year allocation usage via a SmartFind Express dashboard. Schools will receive their allocation for the upcoming school year over the summer.
- ***If a school spends all their allocation, they can only use substitutes for teacher and aide (ECE and SPED) vacancies and absences.*** OES will closely track the vacancies and absences data to ensure aligned usage.

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

The following activities are not allowed utilizing any of the centrally allocated substitute funding.

| Usage | Notes |
|--|--|
| Using substitutes to cover positions <i>other than</i> teachers or aides that are SPED or ECE. | E.g., 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. |
| Attending field trips | This does not apply to ECE field trips. Please note that schools are able to utilize substitutes in the instance when a classroom teacher (homeroom or inner core) needs to |

| | |
|---|--|
| | attend a field trip. This does not apply to other instructional staff. For example, if an art teacher goes on a field trip a substitute can be used to cover the other art classes. However, if an interventionist who provides pull out groups goes on a trip, a substitute cannot be used to provide coverage. |
| Proactively asking one or more substitutes to report to the same building every day, regardless of absences or vacancies. | Schools are encouraged to budget for one or more School Building Substitute Teachers (\$49,995) should they want to ask one or more substitutes to report every day. If you know based on past absence patterns that you have at least one person out every day, you can invite a sub proactively, with the knowledge that, on the rare day when there actually is nobody out, then they would have to go home. |
| 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. | E.g., 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. |

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 one or more School Building Substitute Teacher**. Please note that School Building Substitute Teachers do not need to hold an OSSE-issued license and they are not evaluated under IMPACT.

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 educational aide (SPED and ECE aides, only). 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)
- Anna Rabideau - Manager, Temporary Instructional Staffing (anna.rabideau@k12.dc.gov)

Helpful Resources

- [Payroll Schedule 2026](#)
- [SY25-26 DCPS School Administrator - Substitute Teacher POC Training - Substitute Teacher Usage & Job Assignment Creation in SFE](#)
- [DCPS School Building Substitute Teacher - SY25-26 Comparison](#)
- [DCPS Position Description School Building Substitute Teacher \(1\).pdf](#)

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 (5 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 FY27, 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 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
- 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.

- **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 in-person learning, LTE connectivity on student devices is no longer provided as of the end of SY21-22.
- **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.
- **When will student and teacher devices arrive?** DCPS is leveraging funds available in FY26 to procure devices. We aim to have devices arrive in schools before school year 26-27 starts. We will share a more specific timeline before summer 2026.

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.schoolcore@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 | FY26 Budget Process | FY26 Procurement Process | FY27 Budget Process | FY27 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 | On school budgets, schools submit RKs – may require an advance to pay for start-of-year services |
| 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 or use PCard if budgeting goods/services | Budgeted with flexible dollars | On school budgets, schools submit RKs if budgeting goods/services |
| Custodial | Direct allocation of NPS; custodial overtime budgeted with flexible dollars | On school budgets, schools submit RKs; PCard and advance recommended for supplies | Direct allocation of NPS; custodial overtime budgeted with flexible dollars | On school budgets, schools submit RKs; PCard and advance recommended for supplies |
| Dual Language | Direct allocation | On school budgets, schools submit RKs or use PCard if budgeting for goods/services | Direct allocation (NPS and Personnel) | 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; Central Services procures GEBG membership from school funds | Direct allocation (NPS and administrative premium) | On school budgets, schools submit RKs or use PCard – no advance required; Central Services procures Institute for Global Learning membership from school funds |
| Pathways Programming | Budgeted with flexible dollars | On school budgets, schools submit RKs or use PCard if budgeting for goods/services | 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 or use PCard if budgeting for goods/services | 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 | 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 |
| SAGA | 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 |
| 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 |

Central Services Manage the Procurement Process

| Program | FY26 Budget Process | FY26 Procurement Process | FY27 Budget Process | FY27 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 and administrative premium are centrally managed | Centrally Budgeted | NPS and administrative premium are centrally managed |
| International Baccalaureate | Direct allocation | See below | Direct allocation | See below |
| | <p>FY27 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 via RK in PASS, please allow for ample lead time for full approval. Full approval will generate a PO that is sent to 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.</p> | | | |
| Library Programs | Direct allocation | Centrally swept, centrally procured | Centrally budgeted | Centrally budgeted and managed |
| Pool Programming | Direct allocation | Centrally swept, centrally procured | Centrally budgeted | Centrally budgeted and managed |

Flexibility Chart

Nonflexible 1 Allocations

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| <p>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).</p> |
| Below items allocated through staffing ratios |
| Principal |
| Librarian |

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| Special Education: Self-Contained Classroom Teacher, Behavior Technician (BES Classroom), Coordinator – Board Certified Behavior Analyst |
| Below items allocated through program grants |
| Afterschool: Paraprofessional, Site Leader, Teacher (Grant-Funded) |
| CTE/Vocational Educational Teacher |
| Custodial Foreman |
| Early College Academy Director |
| Credit Recovery |
| International Baccalaureate: Coordinator, NPS |
| JROTC Teachers |
| NAF Academy: Coordinator, Manager, Director |
| Pool Instructors |
| Title I Reading Specialist |
| Twilight Administrative Premium |
| Below item pre-budgeted from a flexible allocation |
| AOM Compensation (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.

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| 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 |

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| 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

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| 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) |

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| 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

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| 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 |
| 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 |

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| Instructional Coach |
| 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.

The FY27 position costs below include each position's salary and benefits only. In FY26, total position cost also included centrally-managed administrative add-ons.

| Position | Unit Cost | Position | Unit Cost |
|---|-----------|---|-----------|
| Administrative Officer | \$115,919 | Afterschool Coordinator | \$121,933 |
| Afterschool Paraprofessional | \$5,478 | Afterschool Site Leader | \$13,446 |
| Afterschool Teacher | \$9,960 | Aide – Administrative | \$74,291 |
| Aide – Computer Lab | \$69,129 | Aide – Early Childhood | \$45,361 |
| Aide – ESOL | \$45,361 | Aide – Instructional – (10mo) | \$45,361 |
| Aide – Instructional – Year Round (80hr) | \$54,444 | Aide – Kindergarten | \$45,361 |
| Aide – Library/Technology | \$50,283 | Aide – Special Education | \$45,361 |
| Assistant Principal – English Language Arts (ELA) | \$182,919 | Assistant – Strategy & Logistics (ASL) | \$73,397 |
| Assistant Principal – Literacy (APL) | \$182,919 | Assistant Principal – Intervention (API) | \$182,919 |
| Assistant Principal – Ninth Grade Academy | \$182,919 | Assistant Principal – Math | \$182,919 |
| Assistant Principal – Science | \$182,919 | Assistant Principal – Other | \$182,919 |
| Assistant Principal – Social Studies | \$182,919 | Assistant Principal – Sixth Grade Academy | \$182,919 |
| Athletic Director | \$168,325 | Assistant Principal – Special Education | \$182,919 |
| Behavior Technician (Whole School) | \$59,447 | Attendance Counselor | \$69,095 |
| Business Manager | \$101,698 | Behavior Technician (BES Classroom) | \$59,447 |
| Clerk | \$53,539 | City Teaching Alliance Resident | \$60,210 |
| Coordinator – Board Certified Behavior Analyst | \$131,507 | Coordinator – Athletic & Activities | \$131,507 |
| Coordinator – ESOL | \$131,507 | Coordinator – College & Career | \$131,507 |
| Coordinator – In-School Suspension (ISS) | \$73,990 | Coordinator – Global Studies | \$131,507 |
| Coordinator – NAF Academy | \$131,507 | Coordinator – International Baccalaureate | \$131,507 |
| Coordinator – Parent | \$59,606 | Coordinator – New Heights | \$131,507 |
| Coordinator – Program | \$131,507 | Coordinator – Pathways | \$131,507 |

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|---|-----------|--|-----------|
| Coordinator – Strategy & Logistics (CSL) | \$112,559 | Coordinator – Special Education (CSE) | \$131,507 |
| Coordinator – Technology | \$59,606 | Coordinator – Student Resource | \$131,507 |
| Custodian (RW-3) | \$50,435 | Custodial Foreman | \$82,055 |
| Dean of Students | \$136,754 | Custodian (RW-5) | \$61,725 |
| Director – Early College Academy | \$168,325 | Director – Career Academy | \$168,325 |
| Director – School Counseling | \$168,325 | Director – NAF Academy | \$168,325 |
| Director – Strategy & Logistics (DSL) | \$168,325 | Director – Specialized Instruction (DSI) | \$168,325 |
| Instructional Coach | \$140,491 | Director of Redesign | \$168,325 |
| Instructional Coach – English Language Arts (ELA) | \$140,491 | Instructional Coach – 11mo | \$157,394 |
| Instructional Coach – Math | \$140,491 | Instructional Coach – ESOL | \$157,394 |
| Manager – High Impact Tutoring | \$137,999 | Instructional Coach – 12mo | \$167,100 |
| Manager – Specialized Instruction (MSI) | \$137,999 | Manager – Connected Schools | \$137,999 |
| Manager – Strategy & Logistics (MSL) | \$137,999 | Manager – NAF Academy | \$137,999 |
| Psychologist | \$140,491 | Principal | \$237,360 |
| Psychology Intern | \$30,000 | Psychologist – 12mo | \$167,100 |
| Redesign Content and Curriculum Coach | \$167,100 | Recreation Specialist (Aquatics) | \$79,890 |
| Registrar | \$61,684 | Redesign Student Experience Coach | \$167,100 |
| School Building Substitute Teacher | \$49,995 | Restorative Justice Coordinator | \$131,507 |
| School Counselor – 10mo (Bilingual) | \$140,491 | School Counselor – 10mo | \$140,491 |
| School Counselor – 11mo (Bilingual) | \$157,394 | School Counselor – 11mo | \$157,394 |
| Specialist – Technical Support | \$129,625 | School Librarian | \$140,491 |
| Student Health Services Coordinator | \$131,507 | Social Worker | \$140,491 |
| Teacher – 2nd Grade | \$140,491 | Specialist – Reading | \$140,491 |
| Teacher – 4th Grade | \$140,491 | Specialist – Transition | \$129,625 |
| Teacher – 6th Grade | \$140,491 | Teacher – 1st Grade | \$140,491 |
| Teacher – Behavior & Education Support Program | \$140,491 | Teacher – 3rd Grade | \$140,491 |
| Teacher – Communication & Education Support Program | \$140,491 | Teacher – 5th Grade | \$140,491 |
| Teacher – Computer | \$140,491 | Teacher – Art | \$140,491 |

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|---|-----------|---|-----------|
| Teacher – Early Childhood Communication & Education Support Program | \$140,491 | Teacher – Career/Tech Ed (CTE) | \$140,491 |
| Teacher – English | \$140,491 | Teacher – Communication & Education Support Program – HFA Inclusion | \$140,491 |
| Teacher – Health/Physical Education | \$140,491 | Teacher – Deaf & Hard of Hearing | \$140,491 |
| Teacher – Inclusion/Resource Services (10:6) | \$140,491 | Teacher – Early Learning Support Program | \$140,491 |
| Teacher – JROTC (Junior) | \$140,491 | Teacher – ESOL | \$140,491 |
| Teacher – Kindergarten | \$140,491 | Teacher – Inclusion/Resource Services | \$140,491 |
| Teacher – Medical & Education Support Program | \$140,491 | Teacher – Independence & Learning Support Program | \$140,491 |
| Teacher – Non-Categorical Program | \$140,491 | Teacher – JROTC (Senior) | \$140,491 |
| Teacher – PK3 | \$140,491 | Teacher – Math | \$140,491 |
| Teacher – PK4 | \$140,491 | Teacher – Music | \$140,491 |
| Teacher – Resource | \$140,491 | Teacher – Performing Arts/Drama | \$140,491 |
| Teacher – Science (Biology) | \$140,491 | Teacher – PK3/PK4 (Mixed Age) | \$140,491 |
| Teacher – Science (General) | \$140,491 | Teacher – Reading | \$140,491 |
| Teacher – Sensory Support Program | \$140,491 | Teacher – Schoolwide Enrichment Model (SEM) | \$140,491 |
| Teacher – Separate School Independence & Learning Support | \$140,491 | Teacher – Science (Chemistry) | \$140,491 |
| Teacher – Specific Learning Support Program | \$140,491 | Teacher – Science (Physics) | \$140,491 |
| Teacher – Vocational Ed (12mo) | \$108,423 | Teacher – Separate School Communication & Education Support | \$140,491 |
| Teacher, Physical Education Aquatics | \$140,491 | Teacher – Social Studies | \$140,491 |
| TLI Teacher Leader – English Language Arts (ELA) | \$142,991 | Teacher – STEM | \$140,491 |
| TLI Teacher Leader – Math | \$142,991 | Teacher – World Language | \$140,491 |
| TLI Teacher Leader – Social Studies | \$142,991 | Technology Instructional Coach (TIC) | \$140,491 |
| TLI Teacher Leader – ESOL | \$142,991 | TLI Teacher Leader – Early Childhood Education | \$142,991 |
| TLI Teacher Leader – Special Education | \$142,991 | TLI Teacher Leader – Science | \$142,991 |

| Non-Personnel Items & Additional Compensation | |
|--|--|
| Administrative Premium (general) | Advertising |
| Administrator of Medicine (AOM) | Clothing and Uniforms |
| Custodial and Maintenance Supplies | Contractual Services |
| Custodial Overtime | Custodial Equipment and Machinery |
| Electronic Learning | Educational Supplies |
| Equipment and Machinery | Elementary Grade Level Chair Compensation |
| 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) | Textbooks |
| Stipends (non-DCPS employees) | WAE (OA schools only) |
| Tuition for Employee Training | |

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:

The Local School Advisory Team's (LSAT) recommendation as to the area of certification to be affected by an excessing division, and/or

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 |
| |

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Principal Name: _____

Principal Signature: _____

Date: _____