

FY26 Budget Hearing Written Testimony

DCPS Budget Hearing Testimony

November 2024

Grace Hu, Digital Equity in DC Education



Good evening. My name is Grace Hu and I am one of the parent co-leads of [Digital Equity in DC Education](#), a city-wide coalition of parents working to close the digital divide and to provide a 21st century education for our children. I also serve on DCPS's Technology Advisory Committee.

Since 2018, our parent group has continuously engaged with DCPS on technology needs. For this school year and the FY26 Budget we ask that DCPS address the following issues:

- Advanced Placement tests this school year (tests administered starting May 2025) will be online, with the College Board discontinuing paper testing. However, we are still hearing that not all high schools are at a 1:1 student-device ratio, and that lack of technology poses a barrier to preparing students for AP tests. We request that DCPS reach out to every high school to assess whether they have sufficient devices, including sufficient devices in the upper grades for preparing for and administering AP tests.
- Cart distribution models – Some schools provide computers through carts in certain classrooms, instead of issuing each student a device. The cart distribution model poses challenges for secondary schools, as the number of devices in each classroom cart is not always sufficient given the larger variation in student schedules and class sizes at high schools compared to the lower grades. We urge Central Office to consider how a school's distribution model may impact the need for a larger contingency of devices at the school.
- Regular refresh of technology, including student and teacher devices – The lack of stability in funding for technology impacts schools' abilities to support day-to-day learning and runs counter to the Mayor's commitment to provide a 1:1 student-device ratio for all students in grades 3-12. Parents should not have to advocate year after year for funding to maintain functional, appropriate technology, which is now a must-have for a 21st century education and needed for online assessments and curricula that DCPS Central requires of schools. The refresh of technology should automatically be baked into DCPS's operating budget every year.
- Internet connectivity/IT support/help with school asset management – Despite DCPS paying OCTO millions of dollars per year to provide IT support and Wi-Fi to DCPS schools, we continue to hear challenges with schools' management of technology and internet connectivity. OCTO technicians are currently not allowed to access the TIPWeb inventories. We urge DCPS to assess whether it is getting the full value of what it has paid to OCTO and also consider having OCTO technicians provide asset management support to schools, including helping schools with updating the TIPWeb inventories. We

continue to hear of instances in which school staff do not have the capacity to update the inventories in a timely basis.

Thank you for the opportunity to testify.

Dana Springer – School Without Wall High School Local School Advisory Team

Testimony before the DCPS Office of Engagement and Partnerships

Dana Springer, Co-Chair, Local School Advisory Team, School Without Walls High School November 20, 2024

Good evening. My name is Dana Springer. I am a parent of two students at the School Without Walls High School and co-chair of the school's LSAT. Thank you for the opportunity to testify.

I have three points to share about school budgets.

First, budget stability is essential. It is necessary to ensure consistency of faculty and staff and programming from year to year. Unexpected cuts, even temporary, disrupt school operations and have long-term consequences, including staff departures, reduced student learning, and loss of public trust. When the Mayor and Chancellor released school budgets for the 2024-25 school year, School Without Walls was forced to cut two positions even though our school's enrollment had not decreased (it was, in fact, projected to be, and is, slightly higher this year than last). After months of advocacy by students and families, the DC Council took action and these positions were reinstated. However, in the meantime, two valued teachers lost their jobs and left the school. The two positions were filled, but the damage was done. This happened in schools across the city.

The Mayor and Chancellor need to adhere to the Schools First in Budgeting law. The law requires that budgets:

- (1) provide schools with no less than the funding they received the previous year; and
- (2) keep up with increased costs.

The intent of the law is for schools to be able to rely on funding stability instead of the chaos that has been typical for so many budget seasons. The Mayor and Chancellor need to follow the law and work with DC Council to determine a productive path forward. All schools in the District need budget stability.

Second, budgets and enrollment must take into consideration school facilities.

School Without Walls students love their high school and the college environment that comes with being within the George Washington University campus. However,

the building is overcrowded to an extent that is unhealthy and impacts student learning. Our school has a current enrollment of 605 students in a building with a capacity for 520. According to a 2013 report, DC high schools need at least 192 square feet per student, but our building provides 112 square feet per student, less than 60 percent of the minimum. The [2023 DC Master Facilities Plan](#) showed that School Without Walls has a 136 percent utilization rate (SY2022-23) and rated the building as having the lowest Education Adequacy score of all DCPS schools. Most of our 38 teachers share classrooms and many spend their days in windowless basement rooms. The building does not have an auditorium, gymnasium, or playing fields. For many years, our partnership with GW has helped meet our needs for space to hold assemblies, mandated testing, and classes, but we can no longer rely on the university to meet our space needs. Our students travel all over the city for athletics and families fill in gaps with funding and transportation.

Moreover, our building's systems are failing. For example, the HVAC system performs at dangerously subpar levels—areas of the building lack sufficient heat, cooling, or air flow. This is problematic from a health and safety point of view AND dealing with these problems takes time away from instruction. School administrators spend an extraordinary amount of time reporting and following up on problems and trying to get them resolved by central administration when their time should be spent supporting instruction. The [2023 DC Master Facilities Plan](#) found that there 59 work orders per square foot in SY19-20, one of the highest rates across the district. School Without Walls has not been modernized since 2009.

Our school needs resources that help administrators address the lack of on-site instructional and recreational space and manage ongoing issues with the building.

Finally, it is important that schools have sufficient time to review initial budgets. In the past, principals and LSATs have had less than one week to review budgets and respond. This is not enough time to determine whether an initial budget will support a school's needs and, when it is insufficient, to determine how to proceed. I ask that DCPS create a budget timeline that gives school leadership and LSAT more time to review their budgets. Thank you.

November 20, 2024

District of Columbia Public Schools
FY26 Public Budget Hearing

RE: Written Testimony of Fareha Ahmed,, Truesdell Family Teacher Organization

Dear DCPS Leadership:

My name is Fareha Ahmed. I am a member of the Family Teacher Organization for

Truesdell Elementary School in Ward 4 and a parent of a Truesdell 2nd and 4th grade student. As you develop your budget for FY26, we wish to raise several important issues for our community:

1. **Funding allocations and enrollment projections:** Over the last several years, the DCPS enrollment projections for Truesdell have been consistently lower than the number of students who end up attending Truesdell. We understand that our projection numbers are no longer based on a "count day," and they are now based on this year's enrollment. However, it is known that enrollment dips when a school is in a swing space. Prior to modernization, Truesdell was at 460 students; our current enrollment is at 375. This is problematic as we are expecting enrollment to pick back up once we are back in our new building. In summary, our budget is cut dramatically only to be reinstated over the summer - but the money does not become available until late in the fall. This cycle is unproductive and shortchanges our special education students, new teachers, and other members of our community. Our principal is submitting a petition for a higher enrollment projection, and we ask that you approve that petition. We also ask that DCPS follow the Schools First legislation, so we can maintain continuity of high quality education for our students.

2. **Truesdell new building maintenance:** Truesdell is currently in the last year of a modernization project, on track to be completed before the 2025-2026 school year begins, and we are all excited to be moving back to a beautiful new building. It is critical that DCPS work with the Department of General Services (DGS) to ensure strong maintenance for the new building and to ensure any issues are immediately spotted, reported, and fixed while the building is still under warranty.

Other schools - in particular Roosevelt High School - have had significant obstacles to getting things repaired once they were outside of that warranty window. We want to ensure the budget provides adequate support to our custodial staff and funds any additional training they might need for the new building with more complicated maintenance systems. We raise this with regard to Truesdell, but we are aware that other schools - Whittier and LaSalle - are coming up behind us.

3. **Resources for English Language Learners (ELL):** Truesdell has a high number of ELL students and families, and we need the proper funding to provide adequate support services, staffing, and resources to help our ELL students succeed.

4. **Additional staff professional development for trauma response:** We would like DCPS to consider more trauma response training for the professional development for our socio-behavioral staff. With possible changes to policy at the federal level, those staff members may have to support students who are separated from family or fear

separation. It is important that our staff and teachers have the tools they need to be able to appropriately support our students.

5. Funding for the newly ratified contract with the Washington Teachers

Union (WTU): We support our union teachers, and it is essential that DCPS account for the pay increases for teachers that will occur under the new union contract and that will help with teacher retention and long term teacher and staff communities at our schools.

The method of stability funding for staff and services, as mentioned previously, needs to be revisited by DCPS to create less volatility in how funding is allocated and to ensure that budget calculations are based on the purchasing power for a school. This will lead to greater staff stability and stability of services to our students, and it will ensure DCPS ability to honor its contract with the union.

Thank you for your time.

Sincerely,

Fareha Ahmed
420 Longfellow Street NW

Member of Truesdell Family Teacher Organization and Truesdell Parent

Testimony on the Allocation and Support for Anacostia High School

To: The Council of the District of Columbia From: Dr. Kawana J. Williams, Psychologist and Physician Date: 11/18/2024

Subject: Evidence-Based Practices for Student Retention, Recruitment, and Increased Graduation Rates at Anacostia High School

Honorable Chairperson Mendelson and Councilmembers,

Thank you for the opportunity to testify today. My name is Dr. Kawana J. Williams, and I am a dedicated psychologist and physician committed to the well-being and success of our students in the District of Columbia. I am here to address the allocation of resources to Anacostia High School and to advocate for evidence-based practices that will enhance student retention, recruitment, and graduation rates.

1. Evidence-Based Practices for Retention and Graduation:

- **Personalized Learning Plans: Implementing individualized learning plans for students helps to address their unique needs and academic challenges. This approach has been shown to improve engagement and academic outcomes.**

- **Mentorship Programs:** Establishing mentorship programs that connect students with positive role models can provide the guidance and support they need to stay on track and succeed in their academic journeys.
- **Family and Community Engagement:** Engaging families and the community in the educational process fosters a supportive environment that encourages student retention and graduation. Initiatives such as parent workshops and community events can strengthen these connections.
- **Early Intervention and Support Services:** Providing early intervention and support services for students at risk of dropping out is crucial. This includes academic tutoring, counseling, and access to social services.
- **Extracurricular Activities:** Offering a wide range of extracurricular activities can keep students engaged and connected to their school community, reducing dropout rates.

2. Resource Allocation Concerns:

- As a psychologist and clinician, I am concerned about the allocation of resources for mental health services at Anacostia High School. While I acknowledge the importance of addressing students' mental health needs, I believe that the allocation of funds for a psychiatrist may not be the most cost-effective solution.
- **Cost-Effectiveness:** Psychiatrists are generally more expensive than psychologists, and their primary focus is on diagnosing and treating mental illnesses. In a school setting, the primary need is often for counseling and support services rather than complex psychiatric interventions.
- **Holistic Approach:** Our goal should be to provide comprehensive support that addresses students' basic needs and keeps them performing at their highest potential. Psychologists, school counselors, and social workers are well-equipped to offer the necessary support and interventions for most students.

3. Conclusion:

- I urge the Council to consider reallocating funds towards evidence-based practices that have been proven to improve retention, recruitment, and graduation rates. This includes investing in personalized learning plans, mentorship programs, family and community engagement, early intervention services, and extracurricular activities.
- Additionally, I recommend prioritizing the hiring of psychologists, school counselors, and social workers to provide mental health support to students, rather than allocating funds for a psychiatrist, unless there is a compelling reason for such a need.

Thank you for your attention to this important matter. By adopting these evidence-based practices and making thoughtful resource allocations, we can ensure that all students at Anacostia High School have the opportunity to succeed and thrive.

Sincerely,

Dr. Kawana J. Williams



Jean Blackerby Strich

Hi, my name is Jean Blackerby Strich, and my daughter attends Brent Elementary School in Ward 6. Thank you for the opportunity to provide testimony.

Our school community will be displaced 3.7 miles from Brent to Meyer Elementary during the 2025-2026 and 2026-2027 school years – the furthest distance any DC public school has had to travel for a swing space during modernization.

I would like to request specific measures related to DCPS' process for school modernizations and swing spaces across the city. These are common sense measures to keep school communities intact during modernization:

- First, amend the Students First Act to guarantee that enrollment projections be held harmless for any DCPS school undergoing modernization and relocation to a swing space across the modernization year(s) and the year immediately following.*

The enrollment projection of the school year prior to the commencement of construction should be maintained and held harmless from adjustments during the modernization year(s) and the year immediately following, serving as the floor of projection for the years of construction and the school year immediately following renovation. Failure to legislate this will continue to drive enrollment instability, leading to irreparable faculty departures, overcrowding of modernized space upon return, and long-lasting damage to communities.

- Second, legislate swing space standards and provide oversight of swing space facility readiness for all school modernizations across the city.*

Assigned swing spaces should be safe and usable, ready to house school communities. All open work orders should be adequately completed and closed prior to a new school's occupation of the space. To ask a community to relocate a significant distance to an unsafe or unfinished swing space is unacceptable. There should be published, consistent standards for swing spaces that house schools undergoing modernization.

- Third, provide structured oversight of DCPS swing space planning.*

[DCPS should be held to basic standards regarding swing space planning and project management, including timelines for community engagement well before the assignment of a swing space and a transparent process for ensuring an assigned swing space is prepared. This includes specified timelines and processes for the incoming school to see the space and identify

projects that need to be completed, and set engagement timelines on logistics. Moreover, DCPS should approach swing space planning in a more rational manner, sequencing modernizations among wards such that schools swing to a space in their ward. Many of the swing space issues throughout the District could have been avoided.

*Thank you,
Jean Blackerby Strich
Brent Elementary Parent, SIT Member and PTA Board Member*

November 20, 2024
DCPS FY26 School Budget Hearing
Testimony on behalf the John R. Francis Education Campus
Transmitted via email to ceo.info@k12.dc.gov

I am Daaiyah Bilal-Threats (pronounced: Diyah Bill-al Threats)

I'm a 23-year DC homeowner and parent to a 4th and 8 grader at John R Francis Education Campus and parent serving on our school PTA/HSA and LSAT committees

There is only one thing that has ever made my husband and i consider leaving DC (and I know we are not alone).

It's NOT thee expensive housing ...**it's NOT** the daily dc crime alerts on my cell.

It is overcrowded classrooms and a **budget that's too small** to provide the staff our students need, and too small to do what DCPS is asking of our school.

If we and city leaders want families to stay in DC... kids and schools have to come first!

John Francis Education Camps has to be staffed for the kind of **equity** and **sense of belonging** that DCPS names as capital commitments. We cannot expect to have equity or a sense of belonging when we have too few teachers to provide the individualized attention our students need and deserve.

A little about John Francis Education Campus

- Our school is a title 1 school
- It's the largest PK3-8 grade educations campus in the city
- We serve kids from ALL 8 wards

- Our enrollment last year was 479, this year it's 580, and next year it's projected to be 627.

- During these times of increase over the years we have been promised that our budget will be commensurate with our enrollment... that has not happened yet ...and our students, families and staff are beginning to lose hope that it ever will.

Why we need additional funding in next year's budget:

- Several grade levels are currently over enrolled
- DCPS has asked Francis EC to add 3 new feeders next year (Garrison, Cleveland and Seaton Elementary Schools) because it wants to close Cardozo Middle School.
- We need a budget that will ensure that we have the staffing and resources to meet the needs of a large influx of students.
 - We don't know precisely how many additional students will come to us – but we keep growing and for example, there are currently 109 5th graders that could feed into our school next year.
 - This is in addition to 42 5th grade students in our two (2) existing current feeders -- Thomson and Ross— plus our current students at Francis.
- That's **SIX new school cultures** that we are being asked to merge together all at once!
- Please set our students up for success, not for failure, before more families and teachers leave out of frustration, stress and disappointment.
- We need to be ready on day 1 for these additional students and this means we need to plan ahead before they arrive to our campus.

We believe we can be the new educational home that DCPS expects us to be ... but **only** with the sufficient funds and staffing supports that these six (6) merging schools need.

Counting on you,

Daaiyah Bilal-Threats
 Representing the Parents of the John Francis Education Campus

November 20, 2024

District of Columbia Public Schools
 FY26 Public Budget Hearing

RE: Written Testimony of Nick Wertsch, Truesdell Family Teacher Organization

Dear DCPS Leadership:

My name is Nick Wertsch, I am a member of the Family Teacher Organization for Truesdell Elementary School in Ward 4 and a parent of a Truesdell PK4 student. As you develop your budget for FY26, we wish to raise several important issues for our community:

1. Funding allocations and enrollment projections: Over the last several years, the DCPS enrollment projections for Truesdell have been consistently lower than the number of students who end up attending Truesdell. We understand that our projection numbers are no longer based on a "count day," and they are now based on this year's enrollment. However, it is known that enrollment dips when a school is in a swing space. Prior to modernization, Truesdell was at 460 students; our current enrollment is at 375. This is problematic as we are expecting enrollment to pick back up once we are back in our new building. In summary, our budget is cut dramatically only to be reinstated over the summer - but the money does not become available until late in the fall. This cycle is unproductive and shortchanges our special education students, new teachers, and other members of our community. Our principal is submitting a petition for a higher enrollment projection, and we ask that you approve that petition.

2. Truesdell new building maintenance: Truesdell is currently in the last year of a modernization project, on track to be completed before the 2025-2026 school year begins, and we are all excited to be moving back to a beautiful new building. It is critical that DCPS work with the Department of General Services (DGS) to ensure strong maintenance for the new building and to ensure any issues are immediately spotted, reported, and fixed while the building is still under warranty.

Other schools - in particular Roosevelt High School - have had significant obstacles to getting things repaired once they were outside of that warranty window. We want to ensure the budget provides adequate support to our custodial staff and funds any additional training they might need for the new building with more complicated maintenance systems. We raise this with regard to Truesdell, but we are aware that other schools - Whittier and LaSalle - are coming up behind us.

3. Resources for English Language Learners (ELL): Truesdell has a high number of ELL students and families, and we need the proper funding to provide adequate support services, staffing, and resources to help our ELL students succeed.

4. Additional staff professional development for trauma response: We would like DCPS to consider more trauma response training for the professional development for our socio-behavioral staff. With possible changes to policy at the federal level, those staff members may have to support students who are separated from family or fear separation. It is important that our staff and teachers have the tools they need to be able to appropriately support our students.

5. Funding for the newly ratified contract with the Washington Teachers Union (WTU): We support our union teachers, and it is essential that DCPS account for the pay

increases for teachers that will occur under the new union contract and that will help with teacher retention and long term teacher and staff communities at our schools.

The method of stability funding for staff and services, as mentioned previously, needs to be revisited by DCPS to create less volatility in how funding is allocated and to ensure that budget calculations are based on the purchasing power for a school. This will lead to greater staff stability and stability of services to our students, and it will ensure DCPS ability to honor its contract with the union.

Thank you for your time.

Sincerely,

Nick Wertsch

Member of Truesdell Family Teacher Organization and Truesdell Parent

November 20, 2024

District of Columbia Public Schools
FY26 Public Budget Hearing

RE: Written Testimony of Fabiana Sofia Perera, Parent of a Kindergartner at Truesdell Elementary and Ward 4 Resident

Dear DCPS Leadership:

My name is Fabiana Sofia Perera, I am a parent of a Kindergartner at Truesdell Elementary School and a member of the Family Teacher Organization for the school. As you develop your budget for FY26, I urge you to consider these issues:

- 1. Funding allocations and enrollment projections:** Over the last several years, the DCPS enrollment projections for Truesdell have been consistently lower than the number of students who end up attending Truesdell. We understand that our projection numbers are no longer based on a "count day," and they are now based on this year's enrollment. However, it is known that enrollment dips when a school is in a swing space. Prior to modernization, Truesdell was at 460 students; our current enrollment is at 375. In my own block all the other parents opted for charter schools over Truesdell Elementary school and now, after the modernization, seem to have a better opinion of Truesdell. I imagine that this is illustrative of how other Ward 4 residents feel. In summary, our budget is cut dramatically only to be reinstated over the summer - but the money does not become available until late in the fall. This cycle is unproductive and shortchanges our special education students, new teachers, and other members of our

community. Our principal is submitting a petition for a higher enrollment projection, and we ask that you approve that petition.

2. **Truesdell new building maintenance:** Truesdell is currently in the last year of a modernization project, **on track to be completed before the 2025-2026 school year begins**, and we are all excited to be moving back to a beautiful new building. It is critical that DCPS work with the Department of General Services (DGS) to ensure strong maintenance for the new building and to ensure any issues are immediately spotted, reported, and fixed while the building is still under warranty.

Other schools - in particular Roosevelt High School - have had significant obstacles to getting things repaired once they were outside of that warranty window. We want to ensure the budget provides adequate support to our custodial staff and funds any additional training they might need for the new building with more complicated maintenance systems. We raise this with regard to Truesdell, but we are aware that other schools - Whittier and LaSalle - are coming up behind us. Truesdell is our neighborhood school, our community school, and we want to have a clean building that shows the pride we have in our local elementary.

3. **Resources for English Language Learners (ELL):** I am a native Spanish speaker. I love being able to greet other parents and students in Spanish when I am at the school for pickup, dropoffs, and events. I enjoy the immense privilege of also being an English speaker. I know that lack of English fluency is an obstacle to education and to full family participation. While the school, its ECE counselor, and its Family Teacher Organization do their best to support Spanish-speaking and ELL families, more help is needed. Proper funding would help the school provide these families with the resources they need which include translated materials, interpretation for school functions, additional library books, and others.

4. **Additional staff professional development for trauma response:** We would like DCPS to consider more trauma response training for the professional development for our socio-behavioral staff. With possible changes to policy at the federal level, those staff members may have to support students who are separated from family or fear separation. It is important that our staff and teachers have the tools they need to be able to appropriately support our students.

5. **Funding for the newly ratified contract with the Washington Teachers Union (WTU):** We support our union teachers, and it is essential that DCPS account for the pay increases for teachers that will occur under the new union contract and that will help with teacher retention and long term teacher and staff communities at our schools.

The method of stability funding for staff and services, as mentioned previously, needs to be revisited by DCPS to create less volatility in how funding is allocated and to ensure that budget calculations are based on the purchasing power for a school. This will lead to greater staff stability and stability of services to our students, and it will ensure DCPS ability to honor its contract with the union.

Thank you for your time.

Sincerely,

Fabiana Sofia Perera
5320 Kansas Ave NW
Washington, DC
Parent to a Kindergartner at Truesdell Elementary

Dear Chancellor Ferebee:

Thank you for the opportunity to submit written testimony for the DCPS Fiscal Year 2026 Public Budget Hearing, held on November 20, 2024. I am a parent of two students at Bancroft Elementary School (a 3rd grader and a 1st grader) and a 3-year-old who will join the school community in Kindergarten. I also serve as the Secretary of Bancroft's Parent Teacher Organization (PTO).

I write to advocate for the needs of our school and our community. Bancroft is a truly special place because of its inclusivity. One of the hallmarks of our school is the PK3 and PK4 program, which reserves 80% of spaces for Spanish-dominant students, ensuring that our school is accessible to a diverse group of children. This program supports our community beautifully, but we are facing significant challenges that threaten the quality of education and the well-being of our children.

Bancroft's enrollment is currently 828 students, which is 117% of the building capacity outlined in last year's Master Facilities Plan (MFP). Our enrollment has been increasing by about 40 students every year for the past six years. As a result, our students are in classrooms that are too small to accommodate the number of children. For example, in one kindergarten classroom, a converted space recommended too small for the number of students, the kids can't fit on the rug for circle time or group reading. Additionally, all students have limited time for lunch and recess. For example, my 1st-grade daughter eats lunch at 11 a.m. and goes many hours without another opportunity to eat. My 3rd-grade daughter eats lunch at 1:35 p.m., which leaves her and many other students starving by the time they finally get their meal. They wait in line and have 7-8 minutes to eat. This is a huge stress for many of our students and parents. This overcrowding is thus impacting both the academic experience and the basic needs of our children.

While we are grateful to be able to use the Sharpe Building for early childhood classrooms, this is only a temporary solution. In two years, when our enrollment will likely exceed 900 students, we will face the reality of losing our PK3 and PK4 classrooms. The only alternative will be to place trailers on the soccer field, which would have truly devastating consequences. Our children rely on the soccer field for recess, and it's a space that is crucial for their physical and social development. On any given day, there are so many kids out there that I can't imagine how they would have any outdoor recess without it.

The loss of the soccer field would not only affect our school but also the broader community. The field is used for community events like Bancroft's Centennial Celebration, our annual Tree Sale, and the Spring Festival. The Spring Festival is particularly important to our community as it's a no-cost event designed to bring families together. It's not a fundraiser, but a celebration of our shared space, with food, crafts, and entertainment available at accessible prices. These events would not be possible without the soccer field, and it is also a space that our local residents use on the weekends. It is in constant use on Saturdays and Sundays from morning until night.

Last summer, the City Council unanimously voted to allocate \$9 million to the Capital

Improvement Plan (CIP) for the purchase of the Henderson Buildings to serve as an annex for Bancroft and space for special programs at CHEC. We are asking DCPS to request that the Mayor direct the Department of General Services (DGS) to move forward with purchasing the Henderson Buildings as soon as possible. We are also asking for \$35 million to be included in next year's budget for the renovation of the Henderson Building. This is a critical step in addressing the growing space needs at Bancroft and ensuring that our students have the resources they need to succeed.

I ask that you consider the urgency of these issues as you discuss the DCPS budget. Our school community is facing real challenges that will only worsen if action is not taken. We need additional space, and the purchase and renovation of the Henderson Buildings is an essential solution that will provide our students with the facilities they deserve.

Thank you for your time and consideration.

Sincerely,

Jessie Brown

Secretary, Bancroft Elementary PTA

Parent of 1st and 3rd Graders at Bancroft Elementary

jessie.brown@gmail.com 617.680.3302

Thank you for the opportunity to testify. I'm testifying in support of stable, adequate, and equitable school budgets.

1. Stability – One of the biggest disconnects between DCPS central office and local schools is the school budget. DCPS needs to consider budgets from the school POV. Losing an amazing staff member only to have to find another staff member in the same position a year or two later is inefficient and undermines the school community. DCPS needs to adjust its budget model to allow budgets to be able to absorb some shocks from year-to-year without schools being pushed to a crisis mode about the budget each year. DCPS also needs to think about stability in terms of staff positions (not dollars), as average position costs increase faster than school budget increases.¹ A timely example of this is DCPS should hold school staff harmless during modernizations and relocations of schools to swing spaces during the 2-year period.
2. Adequacy – 100% of funds for the bare minimum staff (classroom teachers, assistant principal for schools with >300 students, instructional coach, base front office staff, etc.) should be covered by the general enrollment funds. Now, DCPS requires that [all schools pay for some bare minimum staff out of targeted support funding buckets](#), and it's unclear in some cases how schools with few targeted support funds will maintain bare minimum staff in future years. In supplanting some of the targeted support funds to pay for bare minimum staff, it's clear that DCPS doesn't want to be fully transparent about the amount of money that is base v targeted. If DCPS can be honest about this, then advocates can work with and for DCPS to advocate for additional funds over time.²
3. Equity – Last year, DCPS allocated an additional \$3,960 per student classified as "at-risk". I don't think anyone would agree that \$4,000 is sufficient to overcome (or substantially mitigate) the negative effects of income inequality on student outcomes.

¹ DCPS also adds central expenses onto staff position costs, which is unfair to schools because it's expecting schools to absorb costs for inflation that [DCPS central instead should be absorbing](#).

²A less important point but DCPS should look to its internal programs that are highly unpopular and resource intensive and cut them. DCPS does itself no favors by continuing unpopular programming because it increases the calls that spending on DCPS central services should be cut.

What's worse is that it's actually less than \$4,000 when you account for the supplanting of targeted funds to pay for the bare minimum staff. If we can have an honest accounting of what we're actually spending towards equity, then we can work to improve over time. But it makes it very difficult when DCPS (and city leadership) is more interested in public appearances than addressing the inequities head on. There is serious educational inequity across schools in DC, and school budgets should reflect that.

Last, while I generally supported the [Schools First legislation](#), we never stopped to ask if school budgets were fair in the first place, and there was much evidence that they were unfair. We can walk and chew gum at the same time. We can work to improve stability while also not losing sight of adequacy and equity. I'm asking DCPS to consider all three and to be more transparent in the next budget cycle.

"My name is Jamie Barden, I am a Bancroft Elementary school parent and a Howard University professor.

Bancroft Elementary is 120 students overcapacity, meaning we have run out of spaces to jury-rig into classrooms. The Deputy Mayor for Education visited and ruled out many typical solutions:

- >he has ruled out additional permanent building on campus
- >he has ruled out shrinking the school boundary
- >he has ruled out restricting out-of-boundary enrollment
- >and he has indicated that trailers are problematic, because the school is in the red zone for how little outdoor space it has already.

I want to thank the School's Chancellor for providing a temporary solution, to relocate some classes to the Sharpe Health School, for the next two years.

For the long term, there is one property that can solve Bancroft's overcapacity problems, because:

- >it is a school property
- >it is currently for sale
- >it is located between Bancroft and CHEC, which it will serve jointly.

Purchasing the Henderson Buildings would be a clear statement that the Mayor's government will create welcoming spaces for low-income Spanish-speaking families now facing a hostile Trump administration.

The Chancellor's 5-year plan rightly highlights Equity as the first priority, and specifically mentions Latino students, Special Education Students, and Multilingual Learners, all of whom are served at Bancroft.

If the Bancroft PK grades move to the Henderson Buildings, this would serve around 80 Spanish dominant students and their families, because our PK is 80% Spanish dominant.

Without the Henderson Buildings, PK classrooms will be eliminated, harming our most vulnerable students and families, and undermining the bilingual program.

For CHEC HS, the Henderson Buildings will include daycare facilities for the children of teenage mothers, increasing the likelihood that these teenage mothers will complete their HS diplomas. The building will also house a training program for CHEC students to become Bilingual educators themselves.

The City Council voted unanimously, this last summer to set aside \$9 Million for the purchase the Henderson Buildings.

We are asking the School's Chancellor and DCPS to urge the Mayor and Deputy Mayor to move forward with the purchase the Henderson Buildings. This is urgent since there is a competing buyer.

The Henderson Buildings are relatively affordable, because they require extensive renovation. So, we ask DCPS to request that the Mayor include \$35 Million for renovation to serve the most vulnerable of the Bancroft and CHEC school communities."

"Hi, my name is Jean Blackerby Strich, and my daughter attends Brent Elementary School in Ward 6. Thank you for the opportunity to provide testimony.

Our school community will be displaced 3.7 miles from Brent to Meyer Elementary during the 2025-2026 and 2026-2027 school years – the furthest distance any DC public school has had to travel for a swing space during modernization.

I would like to request specific measures related to DCPS' process for school modernizations and swing spaces across the city. These are common sense measures to keep school communities intact during modernization:

- First, amend the Students First Act to guarantee that enrollment projections be held harmless for any DCPS school undergoing modernization and relocation to a swing space across the modernization year(s) and the year immediately following.

The enrollment projection of the school year prior to the commencement of construction should be maintained and held harmless from adjustments during the modernization year(s) and the year immediately following, serving as the floor of projection for the years of construction and the school year immediately following renovation. Failure to legislate this will continue to drive enrollment instability, leading to irreparable faculty departures, overcrowding of modernized space upon return, and long-lasting damage to communities.

- Second, legislate swing space standards and provide oversight of swing space facility readiness for all school modernizations across the city.

Assigned swing spaces should be safe and usable, ready to house school communities. All open work orders should be adequately completed and closed prior to a new school's occupation of the space. To ask a community to relocate a significant distance to an unsafe or unfinished swing space is unacceptable. There should be published, consistent standards for swing spaces that house schools undergoing modernization.

- Third, provide structured oversight of DCPS swing space planning.

[DCPS should be held to basic standards regarding swing space planning and project management, including timelines for community engagement well before the assignment of a swing space and a transparent process for ensuring an assigned swing space is prepared. This includes specified timelines and processes for the incoming school to see the space and identify projects that need to be completed, and set engagement timelines on logistics. Moreover, DCPS should approach swing space planning in a more rational manner, sequencing modernizations among wards such that schools swing to a space in their ward. Many of the swing space issues throughout the District could have been avoided.

Thank you,
Jean Blackerby Strich
Brent Elementary Parent, SIT Member and PTA Board Member

"

"Dear DCPS Leadership,

I am writing to urgently request that additional funding be allocated in the 2025-2026 budget to increase the number of athletic trainers within DCPS. Despite the substantial growth in the number of schools, sports teams, and participants over the last 33 years, our athletic trainer workforce has not expanded proportionally. This critical gap in medical coverage poses a significant threat to the safety, health, and welfare of our student-athletes and exposes DCPS to increased liability.

Athletic trainers are essential healthcare professionals, providing specialized knowledge in injury prevention, early and accurate diagnosis, immediate treatment, and effective emergency response for injuries sustained during athletic participation. The absence of adequate athletic trainer coverage jeopardizes the timely delivery of these critical services. In scenarios where immediate intervention is required, such as traumatic brain injuries, cardiac events, spinal injuries, or fractures and dislocations, a delayed response can lead to severe and sometimes life-altering complications for the student-athlete.

With our current shortage of athletic trainers, student-athletes are at elevated risk of sustaining and exacerbating injuries that could have been managed or mitigated with prompt and professional medical care. For example, musculoskeletal injuries, concussions, and heat-related illnesses require immediate assessment and treatment to prevent chronic conditions or further complications. The absence of sufficient medical personnel to provide care also raises concerns about potential legal and financial consequences for DCPS should a preventable injury result in serious harm or death.

In addition to risking athlete safety, the athletic trainer shortage places an unmanageable burden on our existing athletic trainers, often requiring them to divide their attention across multiple teams or events, reducing the quality of care they can provide. This shortage not only compromises the welfare of our student-athletes but also creates untenable working conditions for our healthcare staff.

Given these critical concerns, I respectfully urge you to prioritize funding for additional athletic trainers in the upcoming budget. Ensuring comprehensive athletic trainer coverage is imperative to providing a safe environment for our student-athletes, fulfilling our duty of care, and protecting the district from preventable liabilities.

Thank you for your time and consideration.

Dawn Bracley MS, LAT, ATC, CES
DCIAA Sports Medicine

Eastern High School
1700 East Capitol St. NE
Washington, DC 20002
202-439-6432
Dawn.bracle@k12.dc.gov
"

"Thank you to Mayor Bowser, Chancellor Ferebee, and District and DCPS leadership. My name is Barry Omar Brinkley and I am the Executive Director at Reading Partners DC. I appreciate the opportunity to speak with you this evening regarding the need for Reading Partners DC in DCPS schools.

Reading Partners DC is an education nonprofit that invests in students and communities by recruiting, training, and supporting community volunteers to provide individualized literacy tutoring to elementary students in a number of DC schools, both DC Public Schools and DC Public Charter Schools, with the goal of creating lifelong readers. We provide individualized instruction both in-person and virtually. This allows us to expand our reach as volunteers can choose which mode of tutoring works best for their schedules and our students benefit from either working with a volunteer in-person or experiencing the tutoring session virtually while sitting in the school's reading center.

We are excited to share that we are approaching our 15th year serving students and schools in the District of Columbia. This school year, we are serving in 15 school and/or community sites - 11 of these sites are DCPS schools. Over the course of these past 15 years, we have heard stories from young people who are now in high school and beyond. They speak about the impact of our program on their literacy journeys and their lives. While these stories are extremely encouraging, we have been disheartened by the number of schools who are no longer able to afford to have Reading Partners to support the work to increase student literacy in their buildings.

We are thankful for the investment the District has made in high impact tutoring and we hope this means we can serve even more DCPS schools in the future. Literacy is the foundation of all successful learning. Without reading, students do not have the skills they need to be successful in school and in life. Nationwide, fewer than 1 in 5 students from low-income households are reading proficiently by the 4th grade (which equates to 8.7 million children). Students who are not reading proficiently by 4th grade are four times less likely to graduate from high school on time.

Last school year, 453 students participated in 12+ tutoring sessions in 14 Reading Partners reading centers - this down from the more than 700 students in 22 Reading Partners reading centers the year prior. Even still, 89% of our Reading Partners students (Grades Kinder through 4th grade) met or exceeded their primary literacy growth goals. This is the measure we use to determine students' readiness to read. 94% of our Kinder - 2nd grade students mastered their foundational literacy skills across all of our reading sites. In addition, over 10,000 books were distributed to students in 14 partner schools (8 DCPS schools) in the 2023-24 school year

As DCPS determines next school year's budget, we hope that Reading Partners and our collaboration with schools will be considered. If we are to truly change the lives and trajectories of our students, we have to invest the necessary resources to do so. We know that reading is a

civil right, and it is not just for certain students from certain families in certain neighborhoods - it is a right for everyone. At Reading Partners, we want to ensure that students are exercising this right at an early age to ensure they are set up for success at school and in life. Thank you.

"Good evening DCPS leaders. I am Dylan Craig, an English teacher and LSAT chair at Garnet-Patterson STAY Opportunity Academy.

I thank you for holding this hearing and listening to the community regarding the funding of our schools.

First, I want to advocate that DCPS follows the Schools First in Budgeting Act to ensure that our schools remain as stable as possible from year to year. Students feeling connected to school is one of the main goals for DCPS, but when schools are constantly shifting or eliminating positions to reshape the budget year after year, students can feel that state of flux and it hurts their connection to the school because it hurts the consistency they see. It also hurts morale at the school, as looming budgetary uncertainty can create anxiety that hinders a staff member's ability to fully serve.

Even if this legislation creates a logistical change for DCPS and central office, so much good can come from making sure schools are stable and always sufficiently funded from year to year. Central office works to support schools, but it cannot support what no longer exists due to budget cuts at the local school level. The local school level should always be a priority.

Second, with consistency and stability in mind, I also ask that DCPS consider how partnerships with outside organizations impact the work at our schools. DCPS has partnered with XQ and has received a large sum of money to 'reimagine' schools, but it is unclear what happens when this funding goes. It seems now that schools are on their own to cover new positions and programs that were started by XQ, again, creating budgetary challenges and instability, and jeopardizing any positive work that came from the partnership. These schools are real communities and not playgrounds for billionaire money to help expand their portfolio and leave schools to struggle and figure out the rest.

Third, regarding the budgeting process, as we know, many students come to our school post-enrollment count day. This is especially true for Opportunity Academies who enroll students all throughout the year, but many schools take students who were unenrolled at a charter school, are new to the city or country, or need a new school for a variety of reasons. These students are then supported at their DCPS school without the actual funding, challenging the school's resources. I know this is not an easy fix, but having funding for these situations so schools can fully support students they receive post-count day could have incredibly positive impacts.

Finally, as we know, the upcoming federal administration is going to be hostile to the city, the public schools, and our students, particularly our immigrant and LGBTQ students. This is not the time for an austerity budget. This is the time for robust funding that shows our students that we are investing in them, in their schools, and in their communities to help protect and promote their success and wellbeing. We must make sure the current funding is going where it needs so we can effectively resource our schools and move money in a way that makes sense, and the Schools First in Budgeting Act can be followed. This is why I support the DC Auditors exploration of DCPS finances, and I hope DCPS cooperates fully so there is no uncertainty

about where money is going and what we can and cannot move to meet the Budgeting First legislation and protect our students moving forward.

Thank you again for taking the time to listen.

"DC Public Schools FY26 Budget Testimony:

Laura Fuchs, Teacher, HD Woodson HS,
WTU Secretary, Co-Chair of the DC Caucus of Rank and File Educators (DC-CORE), Executive Board Member of Empower DC, Ward 5 Resident
Delivered: November 20, 2024

My name is Laura Fuchs, and I am in my 18th year teaching at HD Woodson HS. Today I am here to testify solely as myself regarding the need to truly and systemically plan for our budgets as a school system. As many have said before, it is almost impossible to plan for long-term sustained investments in our schools because plans come and go. I have several elements we need to take into consideration to combat this.

Challenge: DCPS Central Office churns out unnecessary paperwork, over-testing and other needless and unhelpful initiatives that cost a lot of money.

We are facing a crisis in our classrooms for our time. Students are being asked to take countless benchmarks, Required Curricular Tasks that don't align to the curriculum, outside contractor assessments, and then the high stakes standardized assessments leaving little to no time for educators to actually teach. We are also forced to grade a lot of these assessments, enter the grades into multiple databases for a wide number of students and little to no accounting for our time. Add on to this the countless meetings that ostensibly are to go over the data, but rarely do (since we have no time) and all the other databases, and new programs and new initiatives we are expected to fulfill and we are left with a very piecemeal and sorry excuse for a curriculum that is constantly being interrupted by outside programs and does not allow the experts that were hired and survive countless IMPACT evaluations to do our actual jobs. This goes double for Special Educators and ELL teachers and anyone else who provides a necessary support service to our students on top of educating.

Solution: Cut back on Central Office spending on outside contracts. Conduct a full audit of all the programs, databases and external contractors that includes extensive talking to the teachers and students as to whether these programs are useful. Then trim the fat at Central Office spending and reinvest that money in direct supports for students.

There are too many redundancies that are not achieving the goals. We don't need 5 trackers to tell us what a teacher could of told you based on their own assessments. It is time to consolidate and focus on what works and eliminate the rest. Yes that may mean saying goodbye to some of your Teach For America alumni friends and stopping giving them over-bloated contracts, but they will be OK.

Challenge: WTU Contracts expire and DCPS does not show up to negotiate in good faith.

Once again, we see the endless pattern under Mayoral Control of a contract expiring without any negotiation timeline in sight. In my 17-year teaching career, 12 of those years have been on expired contracts. I did the math, and that is over 70% of my teaching career. This makes it difficult for the DC Council to properly fund our school system so that those costs can be accounted for up front when it comes to calculate how much money our schools get so they can cover those costs without losing any positions (since the DC Council always funds the

contract).

Solution: Show up to the table before the WTU Contract expires and then negotiate in good faith to benefit our students, educators and school communities.

Challenge: School populations are unstable, especially in schools East of the River. Because we use "Student Based Budgeting," that is primarily based on how many students a school serves and less on programming, this causes our budgets to fluctuate widely. This is further compounded based on DCPS inability to properly predict our enrollment numbers. Last year our prediction was very high, and I am concerned we have been unable to meet those numbers, which now means we will be facing years of cuts if previous patterns are any indication. When this is compounded with the large number of charter schools, the challenges with high quality, stable and affordable housing that many of our students face, and then the life events that can push further instability, we see a large number of students come and go from our school which often are unaccounted for.

Solution: Fund schools based on long-term, programmatic planning.

We should instead base the bulk of our funding off multi-year models that are about sustained investment in the programming and outcomes we want to see. DCPS should be sending in experts who can be requested based on the needs of the school to help create those plans with the LSAT and then we can have more targeted measures that we truly are using to gauge if the investments are being done in a way that benefits the students we serve.

Challenge: Constant churn of "innovations" that often have real costs on time, workload and school budgets.

More needs to be done to align DCPS budget with our priorities of investing in students. Too often outside groups are driving large scale changes and not considering the full costs which our local schools are then forced to cover, eating into our general education fund.

Solution: DCPS has to lower the costs and spending of central office and increase the spending at and by our local public-school communities.

If we are serious about putting "students first" then we need to fix the extreme imbalance between what is spent centrally through DCPS central office and/or at the requirement of DCPS central office versus what our local schools are able to spend in ways that suit their students' needs. DCPS Central Office is too large and produces too many unfunded mandates that are detrimental to local school's ability to truly serve their students. Impressively, at the same time DCPS Central Office provides little to no support on the most important issues, continuing to shut out those who are best suited to help – the practitioners, parents and student voices – and insisting that only Central Office knows what is best.

Challenge: DCPS does not follow the law to ensure that schools are receiving their full At-Risk, ELL and Special Education funds and NOT using them to supplant the funds that schools are typically owed based on the Comprehensive Staffing Model.

Enough said.

Solution: Follow the law and DC Auditor's report.

DCPS Central Office has still not fixed the problems pointed out by the DC Auditor and that goes for other targeted funds.

Challenge: Lack of adequate school technology.

The technology we have at the high school level is nowhere near the quantity we need to do the kind of work we are being asked to do. If we are truly intending to be 1-1, which we should, then more needs to be done to support already overworked local school administrators to making that happen. If this is successful at other schools, then more needs to be done to provide the support to those who are struggling. Currently HD Woodson is not running a full 1-1

program which leaves classrooms having to share access to this needed resource. In the past, I didn't really mind and allowed other teachers to primarily use technology and just stuck to pen and paper, but now that AP exams are all going to be tested digitally, that is no longer an option. High schools in particular need to be focused on now that virtually all grades are taking important exams on computers.

Solution: Provide the necessary central office supports to schools that are not yet 1-1 and fully fund it.

"

"Hello All,

My name is Meier Galblum Haigh, my pronouns are They/Them, and I am a nonbinary disabled parent to an incredible 5 year old kindergartener named Tova at Bancroft Elementary in Mount Pleasant.

I have lived in DC for 13 years. Though I was born in Alaska, I have 5 generations of family roots in this city. I moved back to care for my grandparents when they were in their 80s. I have been invisibly disabled all my life – but one month after the birth of my daughter, I was involved in a hit and run car accident in Shaw and got a TBI, and shortly thereafter got meningitis from Covid. Now I live life on wheels.

I love this city, I became physically disabled in this city. I am proud to be a part of the disability community, but living a dignified life as a disabled parent here can be difficult.

I spend a lot of time exploring this city with my daughter. She loves to point out which buildings we could explore when she sees a new ramp, which playgrounds look accessible.

Bancroft Elementary School provides the only accessible play space within miles of my home that I can safely go to with my child.

DC Parks and Rec has unfortunately finished nearly every playground within 2 miles of our house with mulch, which is not accessible on wheels. If there is an emergency – I can't reach her.

When Tova was 3, we were at a playground in Columbia Heights when older children set off fireworks. It sounded like gunshots. Everyone around me hit the ground – and parents scrambled for their kids. Except me. I couldn't reach my kid until the crisis had passed. When she was 4, a physical fight broke out at a playground – I could do nothing to reach my kid and remove her because 30 feet of mulch separated us.

As a result, Bancroft has become our go-to Playground. It is safe, it is wheelchair accessible, and is open to the public seven days a week.

We could sit here and debate whether the DC government should make every playground in this city accessible, but that isn't an overnight solution.

The question in front of you is whether to put trailers over one of the only accessible play spaces we have in our region of the city. The only solution currently on offer is to buy the

Henderson Buildings – with a bonus of saving both CHEC and Bancroft from overcrowding in the process.

My child is already in an overcrowded classroom at Bancroft – a converted teachers lounge half the size of other classrooms with 20 other 5 year olds. No space for a carpet or play or circle time – just learning at desks. She struggles to sit still for so long at one desk, and focusing isn't easy for her without a lot of exercise. Our time on the playground after school is even more essential with Bancroft's overcrowding.

Disabled people are critical members of our community, but too often we are locked out – of housing, businesses, transit, and more. Seeing disabled parents living a dignified life and parenting like every other parent at the playground isn't just good for my kid, it's good for every kid there.

While securing the Sharpe swing space is a good first step, it only secures our next two years. We need the Henderson buildings to truly guarantee this critical accessible play space – and to ensure our kids have the space they so desperately need to learn.

I am asking you to take one step towards a more inclusive, dignified, and welcoming DC by fighting for accessible play space and the dignity of disabled parents and kids.

This is the District I believe we are – so let's build it together one neighborhood at a time.

"

"Testimony of Scott Goldstein
Executive Director, EmpowerEd
Hearing on: the DCPS Budget
November 20, 2024

Thank you for the opportunity to testify about the DCPS budget for the upcoming fiscal year. I want to start by acknowledging the context in which we all now live. Any suggestions that this is a tight budget year and we must cut back must be placed against the backdrop of the headlines that we may read in the coming months. Headlines like "military deployed in major cities in Trump's mass deportation effort. Schools at risk." Headlines like "Federal budget passed with major cuts to Medicare Medicaid and food assistance." The idea that we would cut back in a year where we know the federal government is going to do substantially less for our most vulnerable residents is absurd. We must do more to protect our students and families in the coming year and we must raise new revenue as a city to do it. To do anything less is to prematurely surrender the protection of the students we are charged with caring for. This is the card we have been dealt and the challenge of our time. Additionally, the DME and DCPS should immediately seek the needed legal guidance and declare our schools sanctuary schools, protect student information and data from the federal government and ensure protections for LGBTQ students.

In that context, we are calling for DC Public schools to make sure that our budgets stay stable, adequate and equitable. In light of threats to the Department of Education, we must ensure schools have sufficient funding for special education, teacher professional development, and dedicated funding for Title One schools. To do this, we must ensure schools are, at a minimum, held harmless. This means not just maintaining budgets in real dollars, but in purchasing power.

We recommend reinstating elements of the comprehensive staffing model to ensure equitable provision of services and programs across schools.

To ensure high-quality instruction every single day and to protect teacher planning time so that they can deliver high-quality instruction the next day, we must ensure that every school has at least one permanent in-building substitute per 250 students. We can also support teachers by expanding co-teaching models past the early grades. DC must invest more in innovative, flexible scheduling models so that teachers have the time they need to plan, collaborate, engage families, give students feedback and have the time they need for themselves and their own families to sustain themselves in this profession. If DCPS only pursues flexible scheduling models in which educators get additional time but then it's filled up with additional meetings- that will fail to achieve the essential purpose of flexibility. To strengthen the pipeline, DCPS should be working with schools to recruit bilingual educators and paying visa costs for immigrant educators across the board. And to increase teacher expertise we recommend DCPS begin paying for educators to obtain National Board Certification. Finally, \$250 simply isn't enough money in teacher supply cards. DCPS should ensure adequate funding for all educators, including paraprofessionals to have devices. And finally, already in November educators are digging far into their pockets and we need to make it easier for them to replenish supplies.

To improve the student experience, attendance and address root causes of inequity DCPS should invest in an expansion of Connected School. We also must invest in experiential learning and field trips. DCPS must invest in ensuring high-quality transportation for field trips that is easy for teachers to secure and that can safely transport students with disabilities. We must ensure that even as we try to provide individualized support in tutoring to improve math and reading outcomes that we invest in so many of the other parts of the curriculum that makes students want to come to school every day. That's why we should use a Comprehensive Staffing Model to "

"Hi, I'm Jasmine and this is my daughter. Hi, I'm Lily.

We're here today because we'd like to ask you to add \$35 million dollars to the DCPS budget. This might seem like a big ask, but it's a necessary one.

You might remember we both testified last year twice. The first time to ask you to keep our community together.

And once you helped us accomplish this, we then came back and asked you to give us \$9 million dollars to buy the Henderson buildings as an Annex to Bancroft for the Pre-K classes.

Thank you SO much for your continued support.

Our science and gardening classrooms are long gone because they now are learning classrooms. Our library has shrunk on both sides to make new classrooms for students. I know that because I was in one of those rooms last year!

Our lunchroom is small. Lunch times run nearly all day, with two really long lines, and not enough time to eat if you're at the end. Last year, I was in the last group of students to go to lunch and so we had to break for a snack during learning time in the middle of the morning. It means we're really hungry during class times, all because we don't have enough space to have more kids in the cafeteria to eat.

DME Kihn toured the building with DCPS facilities staff and concluded it is not possible to create any more classrooms. Bancroft enrollment is at 828, which is 117% of the 709 students the building capacity is supposed to hold according to last year's Master Facilities Plan – and enrollment has increased by about 40 students every year for the past six years.

In a letter to the Bancroft community from Chancellor Ferebee, he admitted enrollment has increased 45% since 2016-2017 and indicated we need a long-term solution to the overcapacity challenges. He also noted the Henderson Building, which is within the Bancroft boundary “makes it appealing...” and that “DCPS remains committed to working with DGS, the DC Council, and the Bancroft school community to assess Henderson’s viability and other long-term options.”

We can't build on the current campus because Bancroft is already in the RED ZONE for not having enough outdoor space per student, according to the Master Facilities Plan. We can't put trailers on the soccer field because the school is already in the RED ZONE for not having enough outdoor space per student. The DME stated to parents and kids that the DC Government has no alternative long-term plan for Bancroft overcapacity other than Henderson Building.

What we can do? Urge the Mayor to actively bid on the Henderson buildings through community outreach and writing letters.

What we can do? Encourage YOU, the budget committee, to allot \$35 million dollars for the renovation of the Henderson buildings.

What we can do? Ask DCPS to request the Mayor to direct the Department of General Services (DGS) to initiate purchase of the Henderson Buildings – which could be start tomorrow.

As you've heard from us before, the Henderson Buildings as an Annex for the Pre-K is the best solution for our community and for our school.

Thank you for your consideration! Sincerely, Lily and my Mom, Jasmine. Bye!"

"DCPS Budget Hearing - November 20, 2024
Testimony of William Kane, Age 8
Third-grade student at Marie Reed Elementary School

Hello, my name is William Kane. I am 8 years old and also a third grader at Marie H. Reed Elementary school. I'm in the dual language program where I learn Spanish and English.

I have a question for the DCPS Chancellor, Dr Ferebee: Are you going to follow the Schools First in Budgeting law? As a kid, I am expected to follow the rules at school, at home, and in my community.

And you are supposed to be an example, and a good role model for students. Don't you want to be a champion, a helper? Because that's not what I'm seeing. I'm seeing someone who KNOWS what they're doing wrong, and what they can fix, but decides to disobey the law. For example, if I was in your position I would fix what was happening, I would obey the law, I would be a role model, and I would do my part. So Dr Ferebee, so can you please obey the law

now and make sure our schools have funding?!

The Schools First in Budgeting Law is important because it makes sure we have enough teachers, it provides equitable and stable funding for our school, it supports programs like FoodPrints, and it supports students like myself and my friends.

I am going to talk about the impact our school budget has on kids. The best parts of school are the fun parts, where you don't realize that you're learning. I'm very upset that school is going to be boring if we don't have any budget for the fun parts.

For example, Foodprints. FoodPrints is a program that is based at our school. They teach us about gardening, nutrition, cooking, and all kinds of other stuff in both Spanish and English. We learn math when we measure the recipe. We learned about compost, and now we have a compost bin in the cafeteria. But the best part about FoodPrints is when we get to eat what we cook! I would be very, very sad and disappointed if we didn't have any money to support FoodPrints next year at Marie Reed.

We also need money in our school budget for field trips. Field trips are fun and can teach us a lot. This year, we don't have any money in our school budget for field trip buses. It will be nearly impossible to go on field trips further away from our neighborhood. Last year in second grade, my class took buses to the Imagination Stage. Everyone loved the performance of Cinderella, and it was our favorite field trip. I'm sad I won't get to have those experiences in third grade.

Lastly, I want to tell you about PAWS. PAWS stands for Panthers Always Walk Strong. (Panthers are our school mascot.) PAWS teaches us about things like courage, honesty, bravery, perseverance, and responsibility. We have a PAWS lesson once a month. I'm really upset that because of budget cuts last year, we lost a social worker position at Marie Reed.

I hope the budgets don't get cut, and that our school will still be fun. I hope we still have FoodPrints, and that we still have field trips. Please make sure we get the money we need, and that we don't get any more cuts in our budget. I expect the Chancellor to follow the Schools First in Budgeting law. Thanks for your time.

(Submitted with permission from William's mother, Jen Kane)

"

"As teachers in DCPS classrooms, it is our goal to educate children daily. This is a goal we strive to attain daily. However, with the budget constraints placed on so many of the District's schools, it has been challenging, exhausting, and overwhelming to continue to meet the level of highly engaging teaching that we plan for daily. Due to the current budget cuts, classrooms are short staffed, missing the required and needed SPED credentialed educator to work alongside us to achieve the learning for students. Many of us are teaching to classrooms that have more than 25 students in the room who have a range of needs and abilities causing an unattainable level of differentiation and planning that can not happen in the designed work hours. We, as educators, are dealing with an overwhelming, for both students and teachers, level of mandated testing for children from K-5. It is completely unreasonable to ask a Kindergarten student to take a test on an ipad before Sept. 15, when so many of them are still learning to read and write and have never tested on a computer. And let's be clear, testing is very different than finding Bluey on Youtube or asking Alexa to play Snoop Dogg Affirmations. This testing is causing unprecedented levels of anxiety and pressure on young children that is not fair or healthy.

Children, especially the students in K-2 should be learning through play and experiencing the wonders of the world around them, not creating data that only shows that they don't know how to take a test.

It is with this first hand experience and knowledge in mind that we submit testimony asking that testing of our students be reduced dramatically which would then provide a significant amount of money that could back into the budget and fund the needed positions of a SPED teacher in each classroom to co-teach with the general education teacher. This will not only provide a stronger learning environment for the students, but will also begin to help close the educational gap between our students with different learning styles and needs. It also allows for the students who may not need an IEP or 504 but do need a little more one-to-one or small group intervention to receive support they need. If DCPS is committed to educating and nurturing the whole child, then not cutting the budget further and reinstating the funds that caused a reduction in staff should be of the utmost priority.

Thank you for your time.

Robyn Nelson and Manda Kelley
1st Grade and 5th Grade Educators
Janney Elementary School

"

"DCPS Budget Hearing on November 20, 2024

Cathy Reilly – Exec Director of SHAPPE, Facilitator for Ward 4 Ed Alliance and C4DC

Thank you for this opportunity to testify on the DCPS FY16 Operating and Capital Budgets.

I look forward to a resolution of the impasse on the Schools First legislation. DCPS is bound by the law. The stability funds calculation from the previous year has to be based on the purchasing power. A school has to be able to fund at a higher salary the teachers to serve their population and it has to be stable. DCPS has to make the case for the vital central office functions including security, food service, human Resources, IT, technology, academic and mental health supports.

We support the requests of the Digital Equity Group noted here.

In keeping with the equity imperative ensure that all schools have a full complement of basic academic programs in addition to art, music at all levels and world language at the middle school level. Ensure that extra curriculums are equitable across schools. This includes transparency in how athletic funds are equitably allocated. This was stressed in the Boundary and Student Assignment recommendations # 17 requiring parity in rigorous programming across each DCPS high school feeder program.

To do this DCPS will have to have adequate funds in the foundation and in the stability buckets. Restore REMIND to all schools, especially heading into a different national administration ensuring that all families have access to quick communication will be vital.

CTE- Career and Technical Education has been underfunded. The federal funds alone are not sufficient for the need within our schools. Local dollars have to supplement. In the current budget model there is no explicit category for program funding.

Schools are bracing for a tough year and for having less. Schools with students with additional needs including those that came here from other countries are especially anxious. The DCPS budget will need to be strategic, efficient and allocate more locally. We will lobby at the city level for additional funds. Safe Passage will be far more critical, schools will need to understand what they are NOT legally required to do. Student data at DCPS and at OSSE will need to have additional safeguards.

Capital- planning

We support convening SIT teams sooner than 18 months prior to the beginning of modernization in order to enable demountable structures to be part of the discussion and to allow for swing spaces options to be fully explored. This might necessitate some adjustments

in the PACE act.

We support the Euclid Street school planning and modernization

We support planning in DCPS that envisions getting back buildings like McGogney and claiming its place as the infrastructure of by right schools.

Thank you

"

"DCPS Budget Oversight Hearing - November 20, 2024

Testimony of Lucy Santiago, Age 9

Fourth-grade student at Marie Reed Elementary School

Hi. My name is Lucy Santiago. I am 9 years old and I am in the fourth grade at Marie H. Reed Elementary School. I live in Ward 1. I have a 7 year old brother who is in 2nd grade at Marie Reed. We have both attended Marie Reed since Pre-K 3. We love our school. I am here today because I am worried about the programs that will be cut out of our school, and the teachers we might lose if we do not get more funding. I'm glad I can be here today to speak for my school community.

Last year we did not get enough money for this school year. I am very concerned about having enough money for our school, and making sure that the school knows how much money we will have early enough so that they can plan for the next year.

This year there were problems paying for Remind, which is an app that teachers use to communicate with families. Marie Reed and other schools need to have money to pay for Remind and other apps like Imagine Español and iXL. Can't DCPS get group discounts for these?

I am here to talk about some of the programs that are at risk of being cut and how they affect our school and the students and teachers in it.

Last year I told you about FoodPrints, which is a program that teaches us about nature, how things grow, and what types of food people eat in different parts of the world. What is even cooler is that FoodPrints helps us grow food in the garden in the back of our school, and then we harvest the food, and learn yummy recipes to make with the food we grew in our own school garden. Have you ever tried making brownies with beets? That was probably the coolest recipe that we made so far. They were really yummy. Please prioritize enrichment programs like FoodPrints in the budget.

Last year I also said I was concerned about losing funding for our social and emotional support teachers who lead PAWS, our Panthers Always Walk Strong program. We did lose some of these teachers due to budget cuts, and we are at risk of losing more. The teachers who lead PAWS are very special to us. One of our favorite PAWS teachers could not come back this year due to budget cuts. It is sad for her but even sadder for some of my friends who need her. Some of the different character traits that we have learned in the PAWS program are: honesty, kindness, caring, and cooperation.

Another thing that helps us learn in a fun way are field trips. This year in Fourth Grade I have been learning about slavery in the Americas. Wouldn't it make sense for my grade to be able to visit the African American History Museum on a field trip to learn more about slavery in African Americans? Please make sure our schools have enough money to pay for these types of trips.

I love Marie Reed and these programs that make school so fun for me and my friends.

Last year we got some of the money we needed to pay for programs that are important to kids at my school, but not enough, and too late.

Please do not cut funding to our schools. Please follow the Schools First in Budgeting Act. Please remember that teachers earn and deserve a raise each year, and schools need money to pay for this. Please give schools money to help them buy online programs and technology that help us learn better.

Thank you for listening to me and for giving me your time to have a voice in this process. The decisions you make will impact me, my teachers, and all of the other DCPS students.

"

"My name is Jaclyn Seward-Clements. I've worked at Janney Elementary School for 18 years. I've worked as the special education teacher for the first grade the past three years and the third grade before. Two of my children now attend, a 2nd grader and a Kindergartner. I'm sorry I couldn't join tonight. I'm attending a math professional development session with other teachers from my first-grade team. We are working off hours to better support our students.

Last year's proposed budget cuts were the most severe I've seen in my career within DCPS. The initial budget had us project to lose 16 positions out of 85 positions. While the Council and Mayor worked on the budget, 16 staff members were given pink slips. This period greatly damaged the trust and relationships between staff and administration. With the Council's actions some of these staff members were able to be reinstated but even for those who were 'saved' it caused pain. Among those cuts were a math TLI and an ELA coach, positions working with struggling students and teachers to improve our teaching practices. The school also lost a special education aide, front office staff member, a member of the custodial staff and an art teacher.

Enrollment is projected to increase again this year. If the budget is cut again, we will have even fewer staff members. Due to the reductions in staff, the teacher to student ratios continue to increase and a larger demand on the remaining staff builds. We are lucky to still have custodial support, a part time OT, a social worker, a school psychologist, a nurse (sometimes), but the school has over 700 children enrolled. It is not enough. And because of this it is a necessity that every remaining staff member acts in a multitude of capacities. It's extraordinary draining and the burnout is severe. Teachers and staff, those new and experienced are quitting because the workload is unbearable and there's no relief in sight.

To meet the first-grade student service minutes the school is required to provide by law I needed to give up planning hours. To make it work there's no room for flexibility in my schedule, even if it's in the best interest for the child. There are times children need to be pulled as they're entering the building. The schedule doesn't allow for optimal learning for students or allow me to time to prepare. Most if not all teachers work more hours than the 40-hour work week myself included. That means working after my three children are in bed and working in the morning before they wake up.

I'm gravely concerned with the budget season coming up and more cuts being discussed. We are working so incredibly hard just to operate with what we have, all while meeting the extraordinarily high numbers we're expected to (which see no adjustments based on our staffing). We can't keep reducing the staff and increasing student enrollment without

consequence. Talk of quitting is a daily reality for many. With this increasing strain our bubble will inevitably burst. Teachers will leave and go to other districts. The numbers will drop. Students will leave the school. Families will leave the neighborhood.

Teachers and staff members play an integral part in Janney running smoothly so that our children feel safe, secure, and ready to learn. Despite the strain our staff is dedicated to the students, community, and we have been present for many years. We need more funding for related services, custodial staff, front office, and teacher support. More, not less.

Thank you for listening.

Jaclyn Seward-Clements"

"Good evening DCPS officials. My name is Dr. Jermal Sewell, and I teach Cosmetology at Garnet-Patterson STAY Opportunity Academy. Thank you for allowing me the opportunity to speak today about the critical need for robust funding for Career and Technical Education (CTE) programs.

The Value of CTE

CTE programs are transformative. They provide students with the skills, confidence, and certifications necessary to enter the workforce directly after high school or pursue higher education with a strong foundation. At Garnet-Patterson, I've witnessed students who were once disengaged from traditional academics find purpose and direction through hands-on learning in our cosmetology program.

These programs don't just teach skills; they instill discipline, creativity, and a sense of accomplishment. For many of our students, especially those from underserved communities, CTE is the bridge to economic mobility and independence.

The Impact

In our cosmetology program alone, students leave with licensure opportunities that allow them to enter a \$60 billion industry. Imagine the ripple effect—graduates starting their own businesses, contributing to the local economy, and inspiring their peers. This isn't unique to cosmetology. Across all CTE disciplines, students gain tangible tools to build their futures.

The Challenge

However, our CTE programs are underfunded. Limited resources mean outdated equipment, insufficient materials, and fewer opportunities for students to access industry-standard experiences. In cosmetology, for instance, students deserve modern tools to mirror real-world environments, yet we're often forced to make do with less.

The Ask

Investing in CTE is investing in our students' futures, our community's growth, and our city's workforce. By allocating more robust funding, we can expand access, improve equipment, and offer additional certifications that give our students a competitive edge.

In Conclusion

Our students are counting on us to see their potential and provide the resources they need to thrive. I urge you to prioritize funding for CTE programs because the returns—economically, socially, and educationally—are immeasurable. Thank you."

"My name is Dahlia Sokolov and I'm a parent of a Bancroft 1st grader. In 2018, with a new baby, my husband and I were fortunate to find our forever home in Mt Pleasant. We knew Bancroft had come far in the decade prior thanks to DCPS's investment in the renovation, excellent principals and staff, and the commitment of the local community. We were particularly happy to send our son to a bilingual school – and one that reflects the diversity of Mt Pleasant.

Our own son does well academically and has no special needs that we are aware of. But even

for a child blessed with many advantages, the overcrowding at Bancroft has consequences. The shortened lunch period resulting from the overcrowding means that most days, he eats little to no lunch. At 6 years old, skipping lunch means that by the end of the school day, my son has lost the ability to manage his emotions. It's hard on him, hard on his teachers, and it affects his learning and his relationships with his peers.

We are grateful that the City Council has demonstrated its strong support for the purchase of the Henderson building for a pre-K annex for Bancroft. Now we are asking DCPS to request that the Mayor direct the Department of General Services (DGS) to initiate purchase of the Henderson Building, without further delay. We are also asking for \$35 million for Henderson renovation costs to be included in next year's budget.

A failure by the city now to invest in Bancroft's future will be catastrophic for the school and the neighborhood. The library has already been shrunk. Kids are squeezed into rooms never intended as classrooms. The science room was eliminated. There is simply no more space. And trailers on our soccer field will cause much more harm than good. They will cut significantly into already limited play space for Bancroft and the community.

Many who believed they were buying forever homes will return to the days of moving out to the suburbs. Good teachers will be hard to recruit. The kids who will lose the most are those who are already at risk in so many other ways. Yes, we want this for our own son. But we also want it for our beloved neighborhood and the city we have both called home for nearly a quarter century.

Investing in the future of the city's largest elementary school, and the full diversity of students it serves, clearly meets Chancellor Ferebee's commitment to equity as described in the current 5-year strategic plan. We are asking DCPS to make a long-term commitment to a school and a community that has demonstrated we can walk the walk of equity. Now is the time to double down on a success story, not abandon it. Thank you.

"Buenas tardes, me llamo Ligia Stearman, soy de Guatemala y trabajo en Bancroft desde hace 10 años. Soy maestra y madre de familia de esta escuela. Desde que comencé a trabajar en Bancroft, la pasión por la educación, la diversidad y el bienestar de los estudiantes, por parte de la administración, maestros, staff, padres y la comunidad ha sido algo muy poderoso que he observado y vivido en mis años en esta escuela.

Con los años, Bancroft ha crecido, ¡¡y cómo no!!, es una escuela increíble! Con maestros y staff increíbles, capaces, diversos, amorosos. Pero este crecimiento en estudiantes ha traído desafíos en el día a día. Y por eso estoy aquí, para pedirles que consideren su presupuesto para la compra y renovación del edificio Henderson por las siguientes razones...

Las clases están llenas de estudiantes más allá de su capacidad. ¡¡En clases en donde están diseñadas para tener 15 estudiantes, hay 24!! Espacios diseñados para grupos pequeños ahora son clases completas con 15-20 estudiantes ¿Se imaginan los retos que hay para satisfacer las necesidades socioemocionales y académicas de cada estudiante, en especial de los estudiantes afroamericanos, latinos, multilingües y de educación especial, de manera efectiva, en una clase en donde a duras penas se pueden movilizar?

La cafetería es otro gran desafío. Con el espacio y las restricciones a los horarios que tienen el personal de cafetería para servir el almuerzo contribuye al tiempo limitado que tienen todos los alumnos para comer.

El otro día, cuidando el almuerzo tome el tiempo de cuanto los estudiantes están tardando en la línea y agarrar su almuerzo y sentarse a comer, ¡el ultimo grupo de estudiante tenían que comerse su almuerzo en 7 minutos! No sabemos si estos estudiantes es su única comida del día. Este tiempo no es solamente para comer, es para trabajar en sus habilidades sociales. ¡Debería de ser un momento relajado y divertido, no estresante! La cafetería también sobrepaso su capacidad limite.

Otro gran desafío son nuestras clases de educación especial que se ven afectadas por la sobrepoblación. Los números en estos espacios han crecido significativamente, nuestra capacidad para brindar apoyo personalizado y atención individualizada se ve comprometida. Bancroft es la única escuela en ofrecer una educación bilingüe a los estudiantes de educación especial, ellos necesitan y merecen atención personalizada y rutinas consistentes, lo cual es difícil de mantener cuando las clases están al límite de su capacidad.

Otra gran preocupación es nuestro programa de preescolar, que ha sido durante mucho tiempo la esencia de Bancroft. Si perdemos este programa debido a limitaciones de espacio o reasignación de recursos, corremos el riesgo de perder la identidad de Bancroft. Transfiriendo preescolar a un nuevo edificio podrá servir a 80% de familias que el español es su primer idioma y a los estudiantes más vulnerables quienes muchos vienen de bajos recursos y tienen faltas de oportunidades. Si nos deshacemos de preescolar va en contra del plan estratégico de DCPS que propone “con el incremento del enfoque en matemática los estudiantes podrán recibir una fundación solida en literatura comenzando en preescolar para que lleve a resultados acelerados en escuela intermedia y secundaria” ¿Cómo DCPS podrá seguir este plan en Bancroft si no hay preescolar?

Si perdemos preescolar mucha de la población latina y afroamericana va a disminuir y sin este grupo de personas nuestra escuela perderá su esencia.

Les pido de nuevo que por favor consideren su presupuesto para la compra y renovación de del edificio Henderson para aliviar esta sobrecapacidad de estudiantes y poder brindar a los estudiantes y familias la atención, educación, y servicios que se merecen.
Gracias
"

District of Columbia Public Schools
FY26 Public Budget Hearing

RE: Written Testimony of Nick Wertsch, Truesdell Family Teacher Organization

Dear DCPS Leadership:

My name is Nick Wertsch, I am a member of the Truesdell Family Teacher Organization for Truesdell Elementary School in Ward 4 and a parent of a Truesdell PK4 student. As you develop your budget for FY26, we wish to raise several important issues for our Truesdell school community:

Funding allocations and enrollment projections: Over the last several years, the DCPS enrollment projections for Truesdell have been consistently lower than the number of students who end up attending Truesdell. This leads to a lower budget allocation, which then requires an

adjustment later in the year - all of which has created instability for school administrators in the planning, hiring, and retention of staff for Truesdell. This method needs to be revisited by DCPS to create less volatility in how funding is allocated and to ensure that budget calculations are based on the purchasing power for a school - this will lead to greater staff stability and stability of services to our students.

Truesdell new building maintenance: Truesdell is currently in the last year of a modernization project, on track to be completed before the 2025-2026 school year begins. It is critical that DCPS work with the Department of General Services (DGS) to ensure strong maintenance for the new building and to ensure any issues are immediately spotted, reported, and fixed while the building is still under warranty. Other schools - in particular Roosevelt High School - have had significant obstacles to getting things repaired once they were outside of that warranty window. We want to ensure the budget provides adequate support to our custodial staff and funds any additional training they might need for the new building with more complicated maintenance systems. We raise this with regard to Truesdell, but we are aware that other schools - Whittier and LaSalle - are coming up behind us.

Resources for English Language Learners (ELL): Truesdell has a high number of ELL students and families, and we need the proper funding to provide adequate language support services, staffing, and resources to help our ELL students succeed.

Funding for the newly ratified contract with the Washington Teachers Union (WTU): We support our union teachers, and it is essential that DCPS account for the pay increases for teachers that will occur under the new union contract and that will help with teacher retention and long term teacher and staff communities at our schools.

Thank you for your time.

Sincerely,

Nick Wertsch
429 Hamilton Street NW
Washington, DC 20011

Member of Truesdell Family Teacher Organization and Truesdell Parent

"

"Testimony on the DCPS 2025 Budget

To: The Council of the District of Columbia From: [Your Name] Date: [Date]

Subject: Addressing Budget Gaps in the DCPS 2025 Budget

Honorable Chairperson Mendelson and Councilmembers,

Thank you for the opportunity to testify today. My name is [Your Name], and I am a concerned [parent/educator/community member] in the District of Columbia. I am here to address the gaps in the DCPS 2025 budget and propose solutions to ensure that all schools receive the necessary resources to provide quality education to our students.

1. Identification of Budget Gaps:

Personnel: Many schools are facing potential cuts in teaching staff, which could negatively impact student learning and support services.

Technology: Insufficient funding for technology upgrades and maintenance could hinder students' access to essential digital tools.

Food and Nutrition: Budget constraints may affect the quality and availability of nutritious meals for students.

Security: Reduced funding for security measures could compromise the safety of our schools.

2. Proposed Solutions:

Increase Funding for Personnel: Allocate additional funds to retain and hire qualified teachers and support staff to maintain low student-to-teacher ratios.

Invest in Technology: Ensure that all schools have access to up-to-date technology and provide funding for regular maintenance and upgrades.

Enhance Food and Nutrition Programs: Increase funding for school meal programs to provide healthy and nutritious meals for all students.

Strengthen Security Measures: Allocate resources to enhance school security, including hiring additional security personnel and implementing safety protocols.

3. Conclusion:

It is crucial to address these budget gaps to ensure that all students in the District of Columbia receive a high-quality education. By investing in personnel, technology, food and nutrition, and security, we can create a safe and supportive learning environment for our students.

Thank you for your attention to this important matter. I urge you to consider these proposals to close the budget gaps and provide the necessary resources for our schools.

Sincerely,"

"

DCPS Budget hearing Nov 20, 2024

Good afternoon. I am Regina Bell, General Vice President of the Washington Teachers' Union (WTU).

The WTU is dedicated to social and educational justice for all students of the District of Columbia and to improving the quality of support, resources, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools.

Teachers in DCPS wear many hats and they play a crucial role students' lives.

We'd like DCPS to recognize the significance of this role and show deference. You can show respect by taking politics out of the budget process.

Fully fund special education. These are our most vulnerable students; they all have a legally binding document that details their educational needs. Yet many self-contained sped classes are way over capacity. Those classrooms are not safe and there are not enough adults – teachers and paraprofessionals to meet the students’ needs. Resource teachers are pulled to substitute and therefore their students do not receive their required special education instruction. In some schools, teachers are listed as special educators, but they do not teach special education students. This is not acceptable.

Reduce the number of tests students take. Kindergarten students are required to take i-ready math, i-ready reading, RCT and DIBELS. The number of tests is excessive, and some are not developmentally appropriate. In addition, it is a turning off kids from wanting to come to school. Many schools report that they have high attendance on the day that students have Foodprints. Invest in more experiential learning.

Technology needs to be maintained and kept up to date. Budget and schedule a ‘refresh cycle’ of devices for students and teachers. Upgrade and maintain internet connectivity. This technology is necessary to provide students with a 21st century education.

School budgets need a more stable and consistent funding plan to ensure that the most effective programs for students are funded during the next budget cycle. We must find ways to continue funding those effective programs that support student social and emotional learning as well as meet their academic needs. SEL needs to be met before students can learn therefore SEL needs to be a priority.

Fund school libraries which are essential in supporting students develop lifelong critical thinking and problem-solving skills. For the last two years, DCPS librarians have enabled students and educators to utilize over 1 million print and online resources that influence imagination, creativity, and foundational knowledge essential for the science of reading.

Don’t ask our teachers and principals to do more with less. For some students, school is the most stable part of their day. Let’s not cause more disruption in their lives by cutting school budgets.

Regina Bell
General Vice President
Washington Teachers’ Union
202-957-5760

rbell@wtulocal6.net

"

"I am writing to formally request a revision of the SPED enrollment projections for Ballou Stay OA. As an ongoing enrollment school, our numbers fluctuate monthly. Currently, we have 71 SPED students, and projections for the next academic year should reflect at least 65 students. This adjustment is necessary, as approximately 10 of our current SPED students are likely to graduate in 2025, making 65 a realistic estimate.

Accurate projections are essential to ensure we have adequate resources and staff to meet the needs of our SPED population. Underestimating could lead to insufficient support, impacting our ability to provide required services under IDEA and other mandates.

We urge you to align the projections with our enrollment trends to maintain equitable and

effective education for our SPED students."

"DCPS Budget Hearing - November 20, 2025

Testimony submitted on behalf of Marie Reed Elementary Parent Teacher Organization by Jen Kane

My name is Jen Kane, and I am testifying on behalf of Marie Reed Elementary School families and community members to express deep concerns over the DCPS budget process. Marie Reed Elementary School is a diverse, Title I, multilingual learning community located in Ward 1 (Adams Morgan). Marie Reed is projected to serve over 460 students in the 2024-2025 school year. Of our students, more than 35% are categorized as at-risk, 37% as English Language Learners, and 16% receive special education.

We have faced significant challenges with the budget process over the past two years - and acutely felt impacts of the budget cycle last year. Despite a projected increase in enrollment and the diverse needs of the Marie Reed student body, our school faced an initial budget shortfall of over \$700,000 in the FY25 budget DCPS initially provided our school last February.

We believe many of our concerns and issues with the budget process would have been mitigated had DCPS followed the Schools First in Budgeting Act legislation from day one. For context: Last year, the Local School Advisory Team and school administrators at Marie Reed Elementary had to make some impossible choices last spring to cut six full-time positions, including critical instructional and mental health positions and intervention and enrichment programs which are essential to our school. These cuts had dire impacts on our students, families, and educators.

Over the summer, we learned thanks to legislation from the DC Council, implementing the Schools First in Budgeting Act, DCPS restored some funding (\$447,517) to Marie Reed's FY25 budget. While this additional funding is not enough to restore 100% of what was cut, it did help us significantly maintain key staffing and programmatic investments going into this year.

However, for many of our staff, the additional funds came too late, and they secured employment elsewhere. This scenario defeats the purpose of Schools First. This process of firing and rehiring staff is inefficient and demoralizing. There has got to be a better way! It would be more efficient if the programs and positions we knew we needed were fully funded from the start, with DCPS and DC Council working together. This would help with student and teacher retention, and save so much time and energy.

As we move into the planning cycle for the FY 25-26 budget season, we offer the following recommendations:

We demand that the Chancellor follows the Schools First in Budgeting Act, enacted by DC Council. During the 2024 fiscal year, DCPS failed to comply with Schools First. Individual school budgets will likely continue to face cuts if the Chancellor fails to comply with the law - even if we see our enrollments stable or increase.

DCPS's refusal to comply with the law jeopardizes teacher job security and puts our school programming at risk. Three of our staff at Marie Reed Elementary, who were initially told that they were excessed, were uncertain about their job security for approximately five months. Three others secured jobs elsewhere prior to the late funding being added back into our budget. Our community at Marie Reed is firmly against laying off teachers and staff.

We ask that DCPS accounts for increases in teacher salaries in the overall budget projections, as negotiated with the Washington Teacher's Union. Last year, DCPS passed the increased average position cost that DCPS passed on to schools without an equivalent budget increase. The nearly 30% increase in teacher salary costs meant that individual school buying power was greatly reduced.

We want DCPS to follow the requirement in the Schools First legislation that school budgets be sufficient to maintain the number of teachers from the previous year unless enrollment in a single grade decreased by a classroom size. This means providing a budget at the central level

"

Betsy Wolf

"Thank you for the opportunity to testify. I'm testifying in support of stable, adequate, and equitable school budgets.

1. Stability – One of the biggest disconnects between DCPS central office and local schools is the school budget. DCPS needs to consider budgets from the school POV. Losing an amazing staff member only to have to find another staff member in the same position a year or two later is inefficient and undermines the school community. DCPS needs to adjust its budget model to allow budgets to be able to absorb some shocks from year-to-year without schools being pushed to a crisis mode about the budget each year. DCPS also needs to think about stability in terms of staff positions (not dollars), as average position costs increase faster than school budget increases. A timely example of this is DCPS should hold school staff harmless during modernizations and relocations of schools to swing spaces during the 2-year period.

2. Adequacy – 100% of funds for the bare minimum staff (classroom teachers, assistant principal for schools with >300 students, instructional coach, base front office staff, etc.) should be covered by the general enrollment funds. Now, DCPS requires that all schools pay for some bare minimum staff out of targeted support funding buckets, and it's unclear in some cases how schools with few targeted support funds will maintain bare minimum staff in future years. In supplanting some of the targeted support funds to pay for bare minimum staff, it's clear that DCPS doesn't want to be fully transparent about the amount of money that is base v targeted. If DCPS can be honest about this, then advocates can work with and for DCPS to advocate for additional funds over time.

3. Equity – Last year, DCPS allocated an additional \$3,960 per student classified as "at-risk". I don't think anyone would agree that \$4,000 is sufficient to overcome (or substantially mitigate) the negative effects of income inequality on student outcomes. What's worse is that it's actually less than \$4,000 when you account for the supplanting of targeted funds to pay for the bare minimum staff. If we can have an honest accounting of what we're actually spending towards equity, then we can work to improve over time. But it makes it very difficult when DCPS (and city leadership) is more interested in public appearances than addressing the inequities head on. There is serious educational inequity across schools in DC, and school budgets should reflect that.

Last, while I generally supported the Schools First legislation, we never stopped to ask if school budgets were fair in the first place, and there was much evidence that they were unfair. We can walk and chew gum at the same time. We can work to improve stability while also not losing sight of adequacy and equity. I'm asking DCPS to consider all three and to be more transparent in the next budget cycle.

1. DCPS also adds central expenses onto staff position costs, which is unfair to schools because it's expecting schools to absorb costs for inflation that DCPS central instead should be absorbing.
2. A less important point but DCPS should look to its internal programs that are highly unpopular and resource intensive and cut them. DCPS does itself no favors by continuing unpopular programming because it increases the calls that spending on DCPS central services should be cut.

"

"We chose Bancroft Elementary for our two sons due to the diversity, walkability, neighborhood/community environment that the school has to offer. Every teacher we have

encountered in our 7 years there has been incredible. The space is beautiful. The community support is amazing. However, this year (2024-2025 school year), I was taken aback by the size of my younger son's Kindergarten class. Twenty-six students in one classroom. Way too large for this age of children. My son did not know his teacher's name for the first week of school. I wonder how any teacher can get to know that many 5 and 6 year olds. Kindergarten is about establishing a love of learning, a love of school and connectedness with your teacher. I fear we are setting our son up for failure in this environment.

I am extremely worried about the proposed solution to add trailers on the soccer field. This playground is the only space in Mt Pleasant where kids can play. It's a community space that people depend on. This is not the solution. The purchase of the Henderson building by DCPS is a must. All DC children deserve to be in a classroom where there is space to move around and learn. All DC children deserve a playground that has enough room to play. I plead with you to not punish the children by taking away their play area. My request is for DCPS to request that the Mayor direct the Dept of General Services (DGS) to initiate the purchase of the Henderson Building.

"Hello Council,

I am the PTA Co-President at Maury Elementary. I am writing today in regards to the DCPS budget. I, along with many others were incredibly disappointed in the allocation of funding for schools across the District for SY24-25. The limited funding required that our school, and many others, cut critical programs, staff, and resources that shape student outcomes and the educational experience in fundamental ways. This includes funding teachers and support staff like specials teachers and behavioral technicians, which reduced the quality of instruction students receive and the environment in which they are learning this year. Instructional staff ensure that District schools are able to meet and what I hope, exceed, the basic levels of education that are required at each grade level. It is our duty to the children of the District to ensure that they receive instruction that enables them to move through primary and secondary education with a robust foundation to build upon year by year. It is also our responsibility to ensure that instruction is relevant and represents best practices that support growth and student outcomes. Furthermore, support staff like behavioral technicians, occupational therapists, and school nurses should be fully funded based on the needs of each school. Making classrooms safe, supporting children and their families, and keeping children healthy while attending school communicates that we understand there is more to learning than putting butts in seats. As a parent, PTA leader, and member of our community I want the District to communicate, through funding, the value and import that we place in education and children.

Another huge shortcoming of the SY24-25 budget was the removal of funding for basic supplies. At its core, these supplies impact the general health of all who work and learn at Maury and threatens the very presence of students in the building. The removal of a budget for basic supplies like toilet paper and hand soap cannot be something that the District refuses to fund moving forward. Supplies that also facilitate learning like copy paper, printer ink, and other necessary classroom supplies need to be funded next year without question.

Last year we fell short of what is needed to responsibly educate our children in safe, engaging classrooms where they are supported and teachers are valued. It is my hope that for SY25-26 we can remember the value of education to the children who live here, the District, and our society more broadly. Education as a tool of empowerment, and schools as a place of community and safety, are foundational to the District and to residents whose voice often relies on others to advocate – students. I know that tough decisions were made last year and I hope that feedback provided through these testimonies will serve as evidence as to what changes to

the DCPS budget for SY25-26 need to be made in the coming year.

Thank you for consideration.

Meika Berlan

"

Testimony of Kimberly Summy, MS, LAT, ATC
DCPS Department of Athletics / DCIAA
Anacostia High School

DCPS Budget Hearing

November 23, 2024

Dear Chancellor Ferebee,

Good evening and thank you for the opportunity to provide testimony during the public budget hearing for the fiscal year 2026. My name is Kimberly Summy, and I have had the privilege of serving as the Athletic Trainer at Anacostia High School for the past 33 years. I am also a proud member of the Washington Teachers' Union (WTU), where I have contributed as a member of the WTU Bargaining Team in negotiations for our most recent contract. Additionally, I have been honored to serve on several national and state sports medicine advisory councils, where I have had the opportunity to write policies that are now widely recognized as best practices in our field. I am here today to urgently advocate for increased funding to support the hiring of additional athletic trainers for DCPS athletics, as well as a significant increase in the budget allocated for medical supplies.

Role and Qualifications of Athletic Trainers

In case there is any uncertainty with those reviewing this testimony, DCPS currently employs

14 athletic trainers who are assigned individually to each high school with a football program.

Athletic trainers are allied health care professionals certified by the Board of Certification (BOC), licensed by the Board of Medicine, and specialize in the prevention, evaluation, and treatment of athletic injuries. They are trained to manage critical emergencies, reduce injury risks, and provide immediate care. In high-risk sports like football, their expertise is crucial for making critical decisions that can prevent long-term disability and save lives.

Expansion of DCPS Athletics Without Proportional Resources

As DCPS athletics continues to grow—adding new schools, expanding middle school programs, and introducing additional teams and sports—the resources allocated to athletic healthcare have failed to keep pace. Despite this expansion, the athletic healthcare supply budget for Athletic Trainers has been frozen at \$60,000 for the past decade. Meanwhile, the cost of essential medical supplies has skyrocketed, increasing by an average of 7% annually. This stagnant funding, combined with rising costs, creates a dangerous disparity that jeopardizes the health and safety of our student-athletes, leaving them increasingly vulnerable in a system stretched beyond its limits.

The current \$60,000 annual budget is grossly inadequate to meet the medical needs of DCIAA athletic programs. Since 2015, each Athletic Trainer has been allocated just \$3,500 annually to purchase essential medical supplies for the entire school year—a figure that barely scratches the surface of what is needed to ensure student-athlete safety. The remaining \$11,000 is stretched even thinner across 25 middle school athletic programs, averaging a mere \$400 per school. This paltry sum leaves middle schools without the critical medical supplies necessary to support their athletic programs, placing student-athletes at significant risk during practices and games (refer to "Risks of Inadequate Medical Coverage During Practices"). This level of funding fails to provide even the most basic medical coverage, let alone the resources required to prevent or respond to emergencies effectively.

Furthermore, this funding shortfall prevents the maintenance, calibration, repair, or replacement of essential specialized medical equipment and therapeutic modalities, such as rectal thermometers, Automated External Defibrillators (AEDs), and ice machines. These tools are vital for addressing life-threatening conditions and ensuring a high standard of care. Without proper resources to sustain this equipment, student-athletes are left dangerously unprotected in the face of emergencies, further highlighting the systemic failure to prioritize their health and safety.

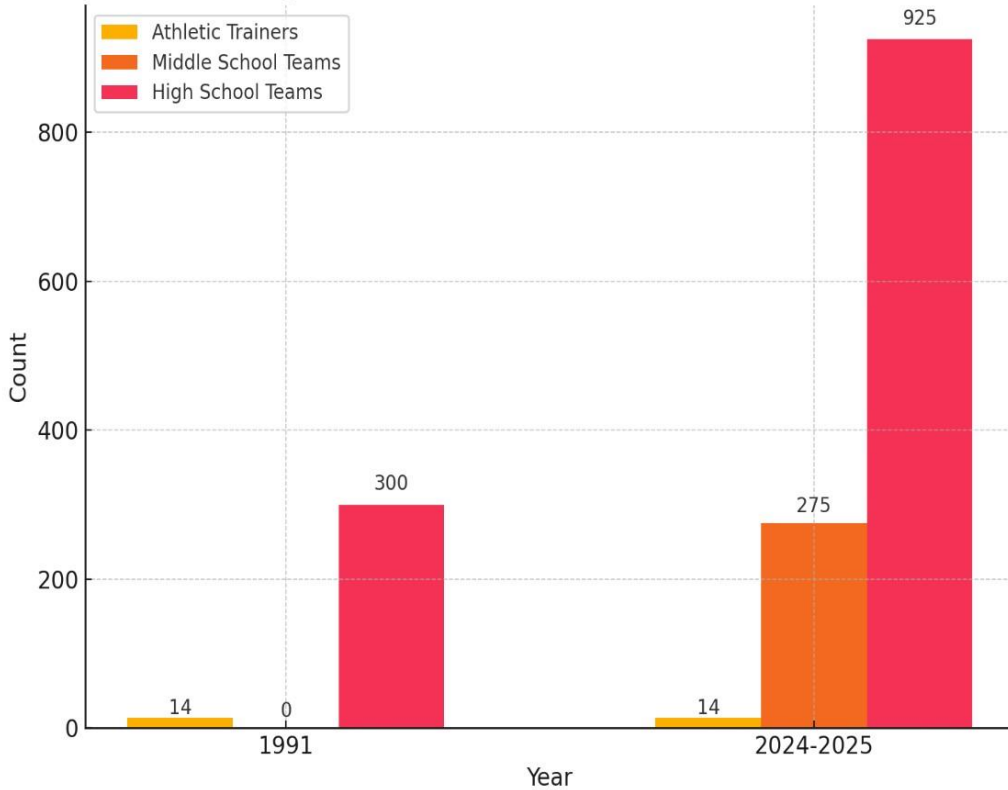
Appendix A shows an infographic that provides a detailed overview of the current equipment in need of repair, replacement, or calibration, further illustrating the critical gaps in our ability to deliver adequate medical care.

Dangerous Disparity in Growth and Staffing

This pictograph vividly illustrates the alarming disparity between the stagnant number of athletic trainers and the explosive growth of DCPS athletic programs over the past three decades. In 1991, 14 athletic trainers supported approximately 300 high school teams. Fast forward to 2024-2025, the number of athletic trainers remains frozen at 14, despite the

addition of 275 middle school teams and a staggering increase to 925 high school teams. This unsustainable imbalance poses a critical risk to student-athlete safety and highlights the urgent need for immediate investment in athletic trainer staff and resources.

DCPS Athletic Program Growth vs Athletic Trainers (1991 to 2024-2025)



Emergency Equipment Deficiencies in Middle Schools

Exacerbating this critical shortfall, a September 2023 audit by the Athletic Trainers revealed alarming deficiencies in emergency medical equipment across DCPS middle school athletic programs. Nine middle schools no longer have the AEDs originally provided for athletic practices, leaving these teams vulnerable in emergencies, unable to reliably administer a shock within the lifesaving 3-minute window.

High school athletic trainers have been forced to reallocate AEDs assigned to high school athletic programs to use at off-site events due to expired pads on their primary devices, leaving these teams vulnerable in emergencies, unable to reliably administer a shock within the lifesaving 3-minute window.

Appendix B reveals the critical difference between high school football programs with athletic trainers present and middle school programs without them. It highlights critical

safety measures, like emergency equipment availability, proper heat emergency protocols, and the medical expertise to manage catastrophic injuries, that are missing where athletic trainers are not present. These are not just advantages; they are essential protections that can mean the difference between life and death for student-athletes. The data sends a powerful message: without athletic trainers, student-athletes are at a significantly higher risk when emergencies arise.

Risks of Inadequate Medical Coverage During Practices

Currently, the shortage of athletic trainers within DCPS leaves practices for collision sports, such as football, without appropriate medical supervision. Athletic trainers are frequently reassigned to cover lower-risk sports such as volleyball, cross country, and middle school soccer, leaving high school football practices without adequate medical oversight. Of even more concern, middle school football practices have no athletic trainers present, leaving coaches solely responsible for student-athlete safety at every practice. While our coaches are dedicated and receive basic emergency training, there is no substitute for the specialized expertise and clinical acumen of medical professionals. The advanced knowledge and critical decision-making that athletic trainers provide are essential for appropriately managing severe injuries and medical emergencies. This disparity in training and skill is dangerous: in high-risk situations, the absence of qualified medical oversight can lead to delayed or inadequate care, potentially resulting in life-threatening consequences for student-athletes.

I urge you to prioritize the safety and well-being of DCPS student-athletes by addressing the critical shortages in athletic training staff and resources. The evidence is undeniable: the presence of athletic trainers is not just beneficial, it is lifesaving. Every practice, game, and athletic event presents a potential for severe injury or medical emergencies, and the absence of trained professionals to respond effectively puts our students at unnecessary and unacceptable risk.

Between July 2024 and October 2024 there were 21 middle school and high school deaths while participating in sports. The tragic deaths of these young athletes serve as a devastating reminder of the critical need for immediate and comprehensive safety measures in school sports programs. From sudden cardiac arrests to heat-related illnesses and traumatic injuries, these 21 lives lost are a stark call to action. These students were someone's child, sibling, and friend, and their deaths have devastated their communities.

- *Calvin "CJ" Dickey (July 12, 2024) – 18-year-old from Pennsylvania, died from complications related to sickle cell trait during football practice.*

- **Jayvion Taylor** (August 5, 2024) – 15-year-old from Virginia, died during football practice.
- **Semaj Wilkins** (August 13, 2024) – 14-year-old freshman at New Brockton High School in Alabama, collapsed during a football practice and later died.
- **Robert James Gillion III** (August 13, 2024) – 15-year-old from Florida, died from sudden cardiac arrest after suffering chest pain at football practice.
- **Leslie Noble** (August 14, 2024) – 16-year-old from Maryland, died after suffering a cardiac emergency during football practice.
- **Landon Payton** (August 14, 2024) – 14-year-old middle school athlete from Texas, died during football practice.
- **Ovet Gomez Regalado** (August 16, 2024) – 15-year-old sophomore at Shawnee Mission Northwest High School in Kansas, died from exertional heat stroke during football practice.
- **Jason "JJ" Facey** (August 19, 2024) – 18-year-old from Massachusetts, died from sudden cardiac arrest during football practice.
- **Delani Smith** (August 20, 2024) – 19-year-old from Florida, died from sudden cardiac arrest during football practice.
- **Caden Tellier** (August 24, 2024) – 16-year-old junior quarterback at Morgan Academy in Alabama, died from a brain injury sustained during a football practice.
- **Cohen Craddock** (August 24, 2024) – 13-year-old middle school athlete from West Virginia, died from a traumatic brain injury sustained during a football practice.
- **Tristen Franklin** (August 27, 2024) – 15-year-old cross-country runner from Sycamore High School in Tennessee, died while running.
- **Christopher Garcia** (September 1, 2024) – 16-year-old from California, died from a traumatic brain injury sustained while playing football.
- **Chance Gainer** (September 6, 2024) – 18-year-old senior at Port St. Joe High School in Florida, collapsed during a football game and later died.
- **Evan Briggs** (September 17, 2024) – 7-year-old from Maine, died from cardiac arrest while playing flag football.
- **Kate Rust** (September 18, 2024) – 13-year-old cross-country runner from Thompson's Station Middle School in Tennessee, died from cardiac dysrhythmia due to arterial stenosis after collapsing during a meet.

- **Freddy Espinal** (September 22, 2024) – 17-year-old from Massachusetts, died during a wrestling match after suffering a traumatic injury.
- **Malik Mebane** (September 23, 2024) – 15-year-old from North Carolina, died after collapsing at football practice.
- **George-Levi Njuguna** (October 1, 2024) – 11-year-old from Massachusetts, died while playing basketball.
- **Micah Kirven** (October 2, 2024) – 17-year-old from Texas, died from sudden cardiac arrest during football practice.
- **Janie Grace Moss** (October 16, 2024) – 18-year-old cross-country runner from Goodpasture Christian School in Tennessee, died from cerebral edema after collapsing while running.

It is not a question of if such a tragedy could happen in DCPS, but when, unless we act now to ensure every student-athlete has the protections they need and deserve. Investing in athletic trainers is investing in the lives of our students. It is a commitment to ensuring that every young athlete in DCPS has access to the immediate medical care they need to prevent tragedy.

I implore you to allocate the necessary funding to hire more athletic trainers and equip them with the resources required to safeguard the health and future of our student-athletes. Let us not wait for a tragic injury or loss of life to make this critical decision. Our students deserve better, and the time to act is now.

Lack of Basic Medical Supplies and Safety Measures

Additionally, middle school athletic programs have been severely under-equipped, lacking the essential supplies and resources required to provide adequate emergency medical care for critically injured student-athletes. The absence of drinking water, ice to supply emergency cooling stations and treat acute injuries, and other necessary medical supplies at middle school football practices creates hazardous conditions that place our young athletes at unacceptable risk. This oversight is not just a failure in preparation but a significant liability for the school system. If DCPS allocates funds to establish athletic teams, we have a responsibility to equip them with the proper medical support to safeguard the health and safety of our students.

Request for Additional Athletic Trainers and Equipment Funding

These concerns have been repeatedly raised with leadership, yet the challenges continue to jeopardize student-athlete safety. To address this urgent issue, I respectfully request that DCPS allocate additional funding in the 2026 budget to support the hiring of three additional full-time athletic trainers for the three high schools currently without an athletic trainer (Banneker, Bard, and MacArthur) and develop a short-term plan for hiring six additional athletic trainers dedicated to middle school sports. Continuing to add new schools and athletic programs without a proportionate increase in medical staffing is dangerous and irresponsible, and places student-athletes at increased risk by neglecting the critical care they need. Additional funding to appropriately equip middle schools with life-saving equipment must also be a priority in the FY2025 budget.

In closing, I urge you to recognize the undeniable need for greater support for athletic trainers and medical resources within DCPS athletics. The tragic deaths of 21 young athletes across the country in just five months underscores the devastating consequences of insufficient medical oversight and equipment. We cannot wait for a tragedy to strike before acting. Every student-athlete deserves a safe environment where their health and well-being are prioritized, and where skilled professionals are ready to act in emergencies. We have a moral and ethical responsibility to safeguard their lives, and the time to act is now. Thank you for your attention to this urgent matter.

Respectfully,

Kimberly A. Summy MS, LAT, ATC

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APPENDIX A
Athletic Trainer Equipment Repair List

	Item	Location	Issue	Action needed	Recommended maintenance (encumbered budget item)
	AED units	ALL AED Units: Anacostia, Ballou, Cardozo, Bell, Coolidge, Dunbar, Eastern, Jackson-Reid, Mckinley, Phelps, Ron Brown, Roosevelt, School without Walls, HD Woodson	Not functioning	Provide Athletic Trainers with AED pads that are not expired	Biennial Pad Replacement

EMERGENCY EQUIPMENT	Data-Therm Rectal thermometers	ALL AED Units: Anacostia, Ballou, Cardozo, Bell, Coolidge, Dunbar, Eastern, Jackson-Reid, Mckinley, Phelps, Ron Brown, Roosevelt, School without Walls, HD Woodson	need calibration	Biennial certification/ calibration needed	Biennial certification/ calibration
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	Item	Location	Issue	Action needed	Recommended maintenance (encumbered budget item)
	E-Stim/US combo Unit	School Without Walls HS	Not functioning- US and 2 Estim leads	Schedule service for repair	Biennial certification/ calibration
	E-Stim/US combo Unit	Dunbar HS	Not functioning	Schedule service for repair	Biennial certification/ calibration
	E-Stim/US combo Unit	HD Woodson HS	Not functioning	Schedule service for repair	Biennial certification/ calibration

REHABILITATIONEQUIPMENT	E-stim Units	ALL AED Units: Anacostia, Ballou, Cardozo, Bell, Coolidge, Dunbar, Eastern, Jackson-Reid, Mckinley, Phelps, Ron Brown, Roosevelt, School without Walls, HD Woodson	need calibration	Schedule service for repair	Biennial certification/ calibration
	Ultrasound Units	ALL AED Units: Anacostia, Ballou, Cardozo, Bell, Coolidge, Dunbar, Eastern, Jackson-Reid, Mckinley, Phelps, Ron Brown, Roosevelt, School without Walls, HD Woodson	need calibration	Biennial certification/ calibration needed	Biennial certification/ calibration
	Hydrocollator Unit	Eastern HS	Not functioning	Schedule service for repair	
	Hydrocollator Unit	Eastern HS	Not functioning	Schedule service for repair	
	Hydrocollator Unit	Coolidge	Not functioning	Schedule service for repair	
	Gameready Unit	Ballou HS	Not functioning	Schedule service for repair	

Item	Location	Issue	Action needed	Recommended maintanence (encumbered budget item)
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REHABILITATIONEQUIPMENT	Gameready Unit	Coolidge HS	Not functioning	Schedule service for repair	
	Gameready Unit	HD Woodson HS	Not functioning	Schedule service for repair	
	Gameready Unit	Roosevelt HS	Needs repair	Schedule service for repair	
	Gameready Unit	Ron Brown HS	Not functioning	Schedule service for repair	
	Gameready Unit	Dunbar HS	Not functioning	Schedule service for repair	
	Whirlpool	Ron Brown HS	Not functioning	Schedule service for repair	Annual calibration
	Ice Machine	Anacostia HS-Laundry Room	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Anacostia HS-Gym concession	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Spingarn Football Field	Not functioning-Fan electrical	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Ballou HS ATR	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Ballou HS Concession stand	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Eastern HS ATR	Not functioning	Schedule service for repair	6 month descale and salination per maintenance

	Ice Machine	Eastern HS stadium	Not functioning	Schedule service for repair	6 month descale and salination per maintenance guidelines
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	Item	Location	Issue	Action needed	Recommended maintenance (encumbered budget item)
REHABILITATIONEQUIPMENT	Ice Machine	Ron Brown HS ATR	Not functioning	Schedule service for repair	6 month descale and salination per maintenance guidelines
	Ice Machine	Mckinley HS ATR	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Cardozo HS ATR	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Jackson-Reed HS Laundry room	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Ice Machine	Dunbar HS Concessions	Not functioning	Schedule service for repair	6 month descale and salination per maintenance
	Golf Cart	Dunbar HS	Not functioning	Schedule service for repair	
	Golf Cart	Anacostia HS	Not functioning	Schedule service for repair	
	Golf Cart	Eastern HS	Not functioning	Schedule service for repair	

INJURED ATHLETE TRANSPORT & GAMESET	Golf Cart	Phelps HS	Not functioning	Schedule service for repair	
	Golf Cart	Ballou HS	Not functioning	Schedule service for repair	
	Golf Cart	HD Woodson HS	Not functioning	Schedule service for repair	

APPENDIX B
HS / MS Medical Comparison

HEAT EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
Graduated Equipment Acclimation	Athlete's follow a gradual equipment acclimation process over the first 8 days of practice. This acclimation is appropriately tracked and documented on a daily	YES	CONDITIONAL YES Guidelines are provided, but there is no oversight to ensure compliance.
Emergency Action Plan	basis. Athletic Trainers develop a detailed emergency action plan.	YES	YES
Emergency Action Plan Rehearsed	The Emergency Action Plan is rehearsed and emergency roles within the plan are assigned.	YES	NO
Hydration Stations (minimum two ten-gallon coolers)	Sufficient water coolers are provided and placed in accessible locations around the practice field.	YES	NO
Hydration Testing (Urine Specific Gravity Test)	Athletes are urine tested before practice to monitor athletes' hydration levels.	YES	NO

Weigh-In and WeighOut	Athlete's weigh in before and after practice to monitor weight loss from sweat. The loss is calculate daily and any athlete losing more than 2% body weight from practice is urine tested prior to the next	YES	NO
Emergency Cooling Station (2 ten gallon coolers of ice water and 2 ice chests)	practice seesion to ensure ^A cooling station is established for emergency use during practice with sufficient cold water and ice (separate from drinking water) for	YES	NO
Monitor Changes in the Heat Index	rapid cooling.Heat index readings are taken throughout practice and real time modifications are made.	YES	CONDITIONAL YES Readings are provided by the AT's, but there is no oversight to ensure compliance.
Early Detection of Heat Illness	Athletes are continuously monitored for early signs of heat stress or heat exhaustion to prevent	YES	NO

heat stroke.

HEAT EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
Monitor High-Risk Athletes	Ahletes who are susceptible to heat illness (e.g., overweight players, those with previous history of heat illness, asthmatics) are carefully	YES	NO
Hydration Breaks based on Heat Index Readings	monitored during and after Hydration breaks, as warranted by heat index readings, are provided.	YES	CONDITIONAL YES Water break schedule is provided by the AT's, but there is no oversight to ensure compliance.

Post-Practice Recovery and Monitoring	Electrolytes and replacement fluids are provided after practice and the athletes who appeared at risk or struggled during practice are monitored for any delayed signs of heat illness.	YES	NO
Availability of Emergency Medical Equipment	Advanced medical equipment (rectal thermometer, AED, Spine Board, Vacuum Splints) is immediately on-hand to diagnose and manage medical emergencies.	YES	NO
CARDIAC EMERGENCY			
Establish a Cardiac Emergency Action Plan (C-EAP)	Athletic Trainers develop a detailed emergency action plan for cardiac emergencies, including roles, locations of emergency equipment,	YES	YES
Prepare and Practice CPR Skills	and procedures. Ensure all coaches are trained in CPR and AED use.	YES	YES
Cardiac Emergency Action Plan Rehearsed	Conduct regular practice drills to maintain readiness.	YES	NO
Ensure Availability of AEDs (Automated External Defibrillators)	Ensure AEDs are accessible on the practice field.	YES	NO
Perform Regular AED Checks	Regularly check AEDs to ensure they are fully functional, with charged batteries and stocked pads.	YES	CONDITIONAL YES Athletic Directors are instructed to do this, but there is no oversight to ensure compliance.

CARDIAC EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
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Perform Regular AED Checks	Regularly check AEDs to ensure they are fully functional, with charged batteries and stocked pads.	YES	CONDITIONAL YES Athletic Directors are instructed to do this, but there is no oversight to ensure compliance.
Recognize and React to Cardiac Symptoms	Recognize the early signs of cardiac distress and appropriately respond with immediate care.	YES	NO
Have Access to Emergency Contact Information	Have emergency contact information for all athletes readily available for quick communication with parents or guardians during emergencies.	YES	CONDITIONAL YES Coaches are instructed to have this information, but there is no compliance oversight.
Monitor High-Risk Athletes During Practice	Pay special attention to athletes with known cardiac risk factors, especially during high-intensity	YES	NO
Plan Practice Intensity Based on Athlete Condition	drills or extreme weather Tailor practice intensity based on athletes' overall conditioning and any identified cardiac risk factors.	YES	NO
Ensure Proper Hydration and Nutrition	Encourage athletes to maintain proper hydration and balanced nutrition to support cardiovascular	YES	NO
Monitor Post-Cardiac Event Recovery	health.If an athlete has experienced a cardiac event, closely monitor their recovery process and follow return-to-play guidelines from medical	YES	NO
MEDICAL EMERGENCY	professionals.		
Establish an Emergency Action Plan (EAP) for managing Medical Emergencies	Athletic Trainers develop a detailed emergency action plan for various medical emergencies including roles, locations of emergency equipment, and procedures.	YES	CONDITIONAL YES Coaches do not have sufficient training or emergency medical equipment to manage many medical emergencies.

MEDICAL EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
Asthma: Ensure Athletes Have Quick Access to Inhalers	Ensure athletes with asthma have inhalers readily available and staff knows where they are.	YES	CONDITIONAL YES Coaches are instructed to have this emergency medication at practice, but there is no compliance oversight.
Asthma: Monitor Environmental Triggers	Monitor environmental triggers such as pollen, air quality, or cold weather that may exacerbate	YES	NO
Asthma: Recognize and Respond to Asthma Attacks	asthma. Recognize early signs of an asthma attack (wheezing, shortness of breath) and respond by	YES	NO
Anaphylaxis: Review Athlete Medical Histories for Allergies	administering prescribed Review athlete medical histories for allergies and risk of anaphylaxis, noting any known triggers.	YES	NO
Anaphylaxis: Ensure Availability of EpiPens	Ensure EpiPens are available on the field and staff are trained in their use.	YES	CONDITIONAL YES Coaches are instructed to have this emergency medication at practice, but there is no compliance oversight.
Anaphylaxis: Recognize Allergy Triggers and Signs of Anaphylaxis	Educate all staff about allergy triggers, recognizing anaphylaxis symptoms (swelling, hives, difficulty breathing), and	YES	NO
Anaphylaxis: Immediate Response for Anaphylaxis Symptoms	immediate response actions. Recognize and respond to signs of anaphylaxis by administering an EpiPen and calling emergency medical services (EMS).	YES	NO
Diabetes: Review Athlete Medical Histories for Diabetes	Review medical histories of athletes with diabetes, and know signs of hypoglycemia and hyperglycemia.	YES	NO

Diabetes: Monitor Blood Glucose Levels Before, During, and After Practice	Monitor athletes' blood glucose levels before, during, and after practice, adjusting as needed.	YES	NO
Diabetes: Ensure Quick Access to Glucose Sources	Ensure athletes with diabetes have quick access to glucose sources (e.g., juice, glucose tabs) in case of	YES	NO

low blood sugar.

MEDICAL EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
Diabetes: Recognize and Respond to Hypoglycemia/Hyperglycemia	Recognize and respond to symptoms of hypoglycemia with appropriate treatment and medical referral.	YES	NO
Serious Orthopedic Injury: Immobilization and Support	Stabilize and immobilize any serious orthopedic injury (e.g., fracture, dislocation) to prevent further damage.	YES	NO
Concussion: PrePractice Baseline Testing	Conduct pre-practice baseline testing to assess brain function and cognitive baseline in case of a future	YES	NO
Concussion: Monitor for Symptoms of Concussion During Practice	con concussion.vigilantly watch practice and monitor athletes for signs of a concussion during practice	YES	NO
Concussion: Immediate Removal from Play After Concussion	Immediately remove any athlete suspected of a concussion from play for a sideline evaluation.	YES	NO
Concussion: Follow Return-to-Play Protocol After Medical Clearance	Ensure athletes follow a medically approved return-to-play protocol after a concussion.	YES	CONDITIONAL YES Guidelines are provided, but there is no oversight to ensure compliance.
Internal Injury: Recognize Symptoms of Internal Injury	Recognize signs of internal injury and act immediately.	YES	NO

Internal Injury: Emergency Action Plan for Internal Bleeding	Implement the emergency action plan for suspected internal bleeding or injury, ensuring rapid transport to a hospital.	YES	NO
Spinal Injury: Stabilization of the Spine and Neck	Ensure the athlete's spine and neck are stabilized, equipment is safely removed, and athlete is	YES	NO

spineboarded before EMS arrives.

MEDICAL EMERGENCY		High School Football with an Athletic Trainer Present	Middle School Football with No Athletic Trainer
Hypovolemic Shock: Recognize symptoms of hypovolemic shock	Recognize the symptoms and implement the emergency action plan for suspected internal bleeding or injury, ensuring rapid transport	YES	NO
Exertional Rhabdomyolysis: Recognize the symptoms of Exertional Rhabdomyolysis	to a hospital. Recognize the symptoms and implement the emergency action plan for suspected internal bleeding or injury, ensuring rapid transport to a hospital.	YES	NO