DCPS Budget Development Guide

School Year 2013-2014

Current as of March 28, 2013

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Part I: INTRODUCTION

Welcome to the Budget Development Guide for School Year 2013-2014 (SY13-14). This guide explains the development of school budgets for fiscal year 2014 (FY14); outlines central office program requirements; provides instructions on the use of fund types; and describes the process for completing the budget template via QuickBase. Principals and Local School Advisory Teams (LSAT) should use this guide to navigate detailed questions on the budget development process.

Our Charge for the FY14 School Budgets

Last spring, Chancellor Kaya Henderson unveiled an ambitious plan – *A Capital Commitment* – to change the course of academic progress in our schools for the next five years (see dcps.dc.gov for full plan details). Chancellor Henderson charged her budget team and the DCPS community to seek better solutions for aligning school budgets that reflect the goals of *A Capital Commitment*. Most notably, the Chancellor asked for a greater investment in classroom teachers.

To assist with the budget analysis, DCPS partnered with the consultant firm Education Resource Strategies (ERS) to evaluate the previous fiscal year allocations. Their results confirmed that we spend less on classroom teachers than similarly situated school districts and spend more on non-instructional staff. Further, while DPCS allocated funds to all schools for required positions – such as art, music and physical education – DCPS did not have consistency in programs across the District. Allocating money for a position did not mean that the position was staffed in the school. ERS encouraged DCPS to "pursue targeted reductions where spending is misaligned with school and district priorities, shifting these resources to higher priority areas."

To realize the goal of investing more in direct classroom instruction, DCPS has taken the following approach in the FY14 school budgets:

- Reduce central office and school-based, non-instructional expenditures and redirect funding to instruction;
- Begin to ensure equity across DCPS schools by ensuring all schools offer the critical programming students need to be successful; and
- Provide support and direction to schools to ensure available funding, staff and time are used to provide a full range of opportunities to students.

Explaining the Scheduling Requirements

At each DCPS elementary school and education campus, students in preschool through fifth grade will receive the following subjects each day with instruction beginning at 8:45 a.m. and ending at 3:15 p.m.:

Required Courses	Required Time
Literacy Block	120 Minutes

Math Block	90 Minutes
Science or Social Studies	45 Minutes
Electives/Specials	45 Minutes
Lunch	30 Minutes
Recess	15 Minutes

Schools will use the remaining, flexible 45 minutes to address the needs of their students. Ultimately, principals will work with instructional superintendents in a scheduling roundtable to ensure the above requirements are met, and instructional superintendents will signoff on the school schedule.

Changes to school scheduling requirements are the major thrust for building the FY14 school budgets at the elementary and education campus levels. Foremost, the requirements ensure a consistency of expectations across the district. School allocations for FY14 will support positions required to meet these expectations. To the extent possible, split classrooms at the elementary school level will be discontinued. In addition, related-arts positions - art, music and physical education - will be fully funded along with a world language teacher and librarian at every elementary school and education campus. A further explanation of the requirements can be found in section IIA of the school budget guide.

Implementing FY14 School Budget Changes

Based on the stated goal of increasing investment in instructional positions, the budget process for schools was split into two groups: traditional budget roundtables (Group 1) and scheduling roundtables (Group 2). Schools are assigned to one of the groups based on whether they are subject to the new scheduling requirements (**Appendix B** lists the full requirements). Group 1 schools – middle schools, high schools and alternative schools – are not subject to the scheduling requirements and will participate in traditional roundtables (technical assistance sessions) led by the school budget team. Group 2 schools – elementary schools and education campuses – will participate in scheduling roundtables led by Chief of Schools John Davis.

In this new model, schools have less discretion to change staffing positions. Group 2 schools will have significantly less discretion and cannot submit petitions, as any changes will be handled through scheduling roundtables. The change to the staffing model for FY14 (discussed later in this guide) results in a greater investment in classroom teachers and related-arts staff. Ultimately, the FY14 staffing changes for Group 2 limit the number of "mixed-grade" classrooms, ensure collaborative planning time for teachers, and guarantee a full complement of related-arts classes such as art, music, physical education and world language.

A summary of the above information can be found in the chart below:

Implementing FY14 School Budget Changes	Group 1 (Traditional Roundtables)	Group 2 (Scheduling Roundtables)
School type	MS, HS, Alts,	ES, EC
Subject to scheduling requirements	No	Yes
Formal release of full school allocation	March 7	March 7
Scheduling Roundtables (via Chief of Schools)	No	Yes
FY14 Budget Due	March 14	March 14
Petitions	Some petitions	Changes via scheduling roundtable only.

Summing Up Our Theory of Action

The deliberate changes to the FY14 school budget process and school budget allocations are a response to the call for more direct classroom instruction and consistency of programming across all schools. In addition to the changes above, investments in positions such as the reading specialist support the call for high-quality core instruction with a deep focus on improving student literacy. Our charge from Chancellor Henderson to achieve the goals set forth in *A Capital Commitment* is realized through direct investment in staff that provides instruction to our students.

Based on the stated goal of increasing investment in instructional positions, the budget process for schools was split into two groups: technical assistance (Group 1) and scheduling roundtables (Group 2). Schools are assigned to one or the other group based on whether they are subject to the new scheduling requirements. The chart below provides a timeline for both groups.

	Group 1	Group 2
School type	Middle Schools, High Schools, Alternative Schools	Elementary Schools and Education Campuses
Subject to Scheduling Requirements?	No	Yes
Principals receive FY14 allocations and Budget Development Guide	March 7	March 7
QuickBase available live for principals	March 11	March 11

Technical Assistance Sessions	3-6 p.m. March 11 for Clusters 9-10	
Technical Assistance Sessions	9 a.m.-noon March 12 for Clusters 8 and 11	3:30 p.m. March 12 and 13 for Clusters 1-7
Petitions due	March 13	Changes via scheduling roundtables only
Scheduling roundtables	No	Yes
School discretion	Reduced slightly	Very limited
All school budgets due via QuickBase	March 14 by 5 p.m.	March 14 by 5 p.m.

**The Office of Human Resources is organizing staffing meetings with principals. Invitations will be sent directly to principals after budgets are complete.

FY14 School Budgets: Improvements, Changes and Challenges

The FY14 school budget development process allows us to focus our resources in a way that will move us closer to achieving the dramatic improvement we demanded for our students and ourselves when we announced *A Capital Commitment*.

We are investing in our schools by …

- Spending more money in the classroom. We are fully funding classrooms at all elementary schools and education campuses. And we are reducing multi-age, or split classes, to the extent possible.
- Requiring all elementary and education campuses to offer world language in addition to art, music and physical education.
- Providing funding for librarians at all schools with a special emphasis on our lowest performing schools.

We also are maintaining current teacher staffing at middle schools and high schools. A full description of our investments is below.

To strengthen the FY14 school budget process …

- **School budgets include all funds**. We have attempted to include in the initial school budget allocations "**all funds**" that schools receive. In other words, school budget allocations will include all local funds, title funds and funds dedicated to eligible schools for School Improvement Grant funds (SIG), Race to the Top (RttT), Proving What's Possible (PWP), Evening Credit Recovery (ECR), and Afterschool Programs (ASP).
  - ○ *There is one exception: Schools that are seeking continuation grants for successful PWP programs/initiatives will be notified by Chief of Schools John Davis whether they receive an award (and the amount). This funding will be included as part of the submitted school budget that is due on March 14.*

- **Scheduling requirements dictate school budgets**. Elementary schools and education campuses are subject to the new scheduling requirements issued by the Chief of Schools. School budgets support these requirements to ensure all students have access to required programs regardless of the school they attend.
- **Schools have reviewed enrollment projections**. Consistent with past years, we have given all schools a chance to review and petition to change FY14 enrollment projections before we release school budget allocations so that approved changes can be incorporated into allocations. The Office of the State Superintendent of Education (OSSE) has used DCPS' audited enrollment of 45,557 as the basis for the FY14 enrollment funding for general education. As a result, we have very little flexibility to approve requests for enrollment increases beyond audited figures unless there has been a significant program change to support the request.
- **Schools have reviewed special education and bilingual staffing allocations**. We also have given all schools a chance to review and discuss their FY14 allocations related to special education and English language learner staff. Special education staff includes teachers, aides, behavior technicians, social workers, and psychologist. Principals have had an opportunity to review and discuss proposed classroom expansions and staffing needs with program teams to ensure that students who need these resources will receive them and funding for these positions are not used to subsidize general education needs. It also allows us to revise allocations to reflect any changes approved by schools and program staff. The early review also will reduce the number of budget changes and ensure that allocations and our budget submission are accurate.

To ensure our school budgets better support schools …

- **We have invested in classroom teachers**. We are fully funding classrooms at all elementary schools and education campuses. Moreover, we will reduce the number of multi-age classrooms unless a school chooses to maintain a split classroom. As a result, classroom teachers in elementary schools and education campuses are no longer "flexible" staffing positions that schools could repurpose for other positions.
- **All elementary schools and education campuses will offer world language**. As a result of the scheduling requirements developed and promulgated by the Chief of Schools, we are requiring all elementary schools and education campuses to offer world language in addition to art, music and physical education.
- **We have increased allocations for art, music and physical education for our smallest schools**. We have responded to concerns raised by elementary schools and education campuses that the traditional 0.5 allocations for art, music and physical education did not support their needs. We have increased those allocations to ensure even our smallest elementary schools and education campuses can offer art, music, physical education and world languages.
- **We have restored funding for library services**. We are providing funding for library services at all schools. Schools will be required to provide library services.
- **We have invested in our education campuses** by funding the elementary grades consistent with the increased staffing for classroom teachers, art, music, physical education, world language and library services. In addition, middle grades will continue to be funded at a 1:22 teacher to student ratio (as opposed to 1:25 at elementary schools and 1:24 at high schools). We expect that initial budget allocations will support the programming these schools need to offer and that we will no longer need a separate reserve for education campuses.
- We have **expanded staffing for International Baccalaureate and Schoolwide Enrichment Models**.

- We have **continued funding for approved specialty schools** (Ballou HS, McKinley Technology HS, Ellington School of the Arts, School Without Walls HS, and Banneker HS).
- Provided **funding for transportation** for the Fillmore Arts program and schools that were identified as receiving transportation in the consolidation plan.
- We will **increase the Per-Pupil Funding Minimum to $8,739**. No school will receive an amount less than $8,739 for each student. Notwithstanding the fact that the overall amount of local funding that DCPS is receiving will be reduced in FY14, this amount will reflect the 2 percent increase in per-pupil funding amount that the Mayor provided to DCPS and charter schools.

To support our lowest-performing schools …

- We provided funding for Assistant Principals for Literacy and Reading Specialists at 11 low-performing schools.
- We will continue to spend nearly $6.5 million to support Proving What's Possible grants to our lowest-performing schools to provide extended-day programs and continue other programs and initiatives that were successful in FY13.

To balance our budget and fully fund classroom positions as well as art, music, physical education, world languages and library services …

- We **eliminated central funding for Catalyst schools**. Schools may continue to support the Catalyst model through their school budget allocation.
- We have **eliminated the dedicated reserve for education campuses** that we created in FY13 in response to concerns that schools were not offering world language and algebra. Funding for those offerings were included as part of the classroom teacher and specials allocation so that the additional funding is not necessary.
- We have **reduced funding for non-instructional staff positions**. This will include allocations for business managers and clerks.
- We have also **eliminated "extra" funds that were available to schools for non-personnel spending (NPS) and custodial staffing**. We have aligned the allocations for NPS and custodians with what schools actually spent or budgeted. For example, we historically allocated funding for RW-5s custodians even if a school was only staffed with an RW-3 custodian (lower average salary). The school was able to use the difference in funding for other expenditures. In FY14, a school will be allocated an RW-3 if, in fact, it staffed an RW-3 position in FY13.
- We have reduced the funds allocated for NPS from 2.75 percent of a local school's budget to 2.3 percent. The reduction reflects what schools currently budget for NPS and savings necessary to increase our investment in classroom teachers.
- We have **increased threshold for small schools from 300 to 400**.
- **Schools with fewer than 400 students will receive a 0.5 business manager** (previously, the threshold was 300).
- **Schools with fewer than 400 students will not receive a clerk allocation**. Schools with more than 400 students will receive a 1.0 FTE. In FY13, schools with fewer than 300 students did not receive a clerk allocation.
- In FY13, DCPS allocated instructional coaches for Roosevelt STAY, Ballou STAY, CHOICE Academy and the Incarcerated Youth Program. In FY14, these schools will be served by 2 FTEs assigned centrally (not on school budgets).

To support our middle and high schools …

- We **maintained the current teacher staffing allocation**. Middle schools will continue to be allocated at teacher to student ratio of 1:22. High schools will continue to be allocated at a teacher to student ratio of 1:24.
- Middle and high schools will be subject to the **reductions in clerks and business managers** described above. Their custodial staffing also will be allocated based on the custodial staff they actually have in FY13.
- Funding **for social workers to support truancy is included** in the school's overall allocation of social workers (which schools received and reviewed the week of Feb. 14).

Grade Configuration Changes

The following schools will be gaining or losing grades for the 2013-2014 school year.

School	Grade Configuration Changes
Capitol Hill Montessori	Gaining a Grade 6
Cardozo Education Campus	Gaining grades 6-8
Eastern High School	Gaining a Grade 11 (for a grade 9, 10 and 11 configuration)
Langley Elementary School	Losing grades 6,7 and 8 (for a PS-Grade 5 configuration)
McKinley Technology Education Campus	Gaining grades 6-8
School-Within-School	Gaining preschool and Grade 2

The following schools will be moving into new locations for SY13-14.

Schools Moving	Location	Grade Configuration
Cardozo Education Campus	2501 Clifton St. NW	Grades 6-12
School-Within-School	920 F St. NE	Preschool-Grade 2
CHOICE Academy	1720 First St. NE	Alternative Education Program

Early Childhood Grade-Level Expansions

In SY13-14, DCPS will add 13 new early childhood education classrooms:

School	Grade Configuration Change
Aiton ES	Adding one mixed-age classroom (ages 3-4)
Browne EC	Adding one pre-K classroom
Burroughs EC	Adding one pre-K classroom
Capitol Hill Montessori	Adding two primary Montessori classrooms
Garrison ES	Adding one mixed-age classroom (ages 3-4)
Kimball ES	Adding one preschool classroom and one pre-K classroom
Marie Reed ES	Adding one mixed-age classroom (ages 3-4)
School-Within-School	Adding two preschool classrooms
Truesdell EC	Adding one mixed-age classroom (ages 3-4)
Turner ES	Adding one mixed-age classroom (ages 3-4)

Schoolwide Enrichment Model

In SY13-14, DCPS will expand the Schoolwide Enrichment Model (SEM), or "gifted and talented" program, to Sousa, Johnson and Stuart-Hobson middle schools for a total of six SEM schools district-wide. The other SEM schools in DCPS are **Hardy Middle School, Kelly Miller Middle School and West Education Campus**.

IA: Average Position Cost and Minimum Position Requirements

Average cost (salary + benefits) will be used for all school positions. Please note: These dollar amounts are used for budget development and **do not represent the actual salaries/benefits individual staff members receive**. The average salary for teachers includes costs beyond base salary and benefits to ensure we fully budget for all costs associated with teaching positions. In years past, we have offered a chart of required positions. Required positions are listed in section IIA of this guide. Average costs are displayed below:

School Leadership					
Job Title	**Subject Area (if relevant)**	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Principal		ET	61,62,63	$153,925	MA degree and passing score on SLLA, or BA degree and completed state-approved program in K-12 Leadership/Admin, 2+ years in K-12 school-based position
Assistant Principal	Intervention Literacy	ET	8	$123,432	MA degree and passing score on SLLA, or BA degree and completed state-approved program in K-12 Leadership/Admin, 2+ years in K-12 school-based position
Dean of Students		ET	10	$90,571	MA degree required; three years or more experience preferred
Admin. Officer		EG	12	$76,239	BA/BS degree required for new hire/promotion

Administrative					
Job Title	**Subject Area (if relevant)**	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Business Manager		EG	11	$67,596	BA/BS degree required for new hire/promotion
Registrar		EG	5	$40,467	AA degree and computer/Microsoft proficiency, BA/BS degree preferred for new hire/promotion
Clerk		EG	4	$39,786	HS diploma/GED and computer/Microsoft proficiency, BA/BS degree preferred
Attendance Counselor		EG	9	$49,669	AA degree, BA/BS degree preferred for new hire/promotion
Coordinator - ISS		EG	7	$45,560	AA degree and computer/Microsoft proficiency, BA/BS degree preferred for new hire/promotion
Coordinator	Computer Lab, Parent, Tech.	EG	9	$42,074	AA degree in computers, BA/BS degree preferred for new hire/promotion
Aide - Administrative		EG	7 or 9	$44,976	HS diploma/GED, BA/BS degree preferred, and computer/Microsoft proficiency
Aide - Computer Lab		EG	6	$44,407	AA degree and computer/Microsoft proficiency, BA/BS degree preferred for new hire/promotion
Specialist - Technical Support		ET	9	$89,654	MA degree, 3-5 years related work experience,

Job Title	Subject Area (if relevant)	Pay Plan	Grade	Total	Minimum Requirements
					background in urban education (preferred)
Specialist - Transition		EG	12	$65,622	BA/BS degree required for new hire/promotion
Specialist - Reading		TBD	TBD	$96,670	

Schoolwide Instructional Support					
Job Title	**Subject Area (if relevant)**	**Pay Plan**	**Grade**	**Total**	**Minimum Requirements**
Psychologist – WTU		ET	15	$96,670	BA/BS degree, MA in School/Educational Psychology and OSSE license
Social Worker		ET	15	$96,670	MA degree in SW, LICSW and licensure eligibility
Behavior Technician		EG	5	$38,884	48 credit hours college coursework or high school diploma and passing paraprofessional exam scores
Guidance Counselor - 11-month	High School	ET	15	$104,576	BA/BS degree, MA in School Counseling and licensure eligibility
Guidance Counselor - 10-month	General Bilingual	ET	15	$96,670	BA/BS degree and licensure eligibility
Coach	Instructional, Intervention, Technology Instructional	ET	15	$96,670	BA/BS degree, licensure eligibility and three years or more experience preferred
Coordinator	Academy, IB, Program, Student Resource	ET	10	$90,377	MA degree required; three years or more experience preferred
Coordinator	Afterschool	TBD	TBD	$53,698	

Classroom Teachers

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total	Minimum Requirements
Teacher (ET-15, 10-month)	Math, English, Science (General, Biology, Chemistry, Physics, Technology, Computer), Social Studies, Resource (ETC), Fifth Grade, Health, CTE, Business, Reading, Performing Arts/Drama	ET	15	$96,670	BA/BS degree and licensure eligibility
Teacher (EG-9, 12-month)		EG	9	$78,751	BA/BS degree or professional certification
Teacher - JROTC (ET-15, 12-month)		ET	15	$48,335	BA/BS degree or professional certification
Teacher - JROTC (EG-9, 12-month)		EG	9	TBD	BA/BS degree or professional certification

Related Arts

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total	Minimum Requirements
Teacher (ET-15, 10-month)	Art, Music, PE, World Language	ET	15	$96,670	BA/BS degree and licensure eligibility
Library		ET	15	$96,670	MA degree

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total Cost	Minimum Requirements
Media Specialist					in Library Science and licensure eligibility
Aide - Library		EG	9	$89,654	MA degree, 3-5 years related work experience required; background in urban education (preferred)
Specialist, Audio Visual Media		EG	9	$89,654	MA degree, 3-5 years related work experience required; background in urban education (preferred)

ELL Support					
Job Title	**Subject Areas (if relevant)**	**Pay Plan**	**Grade**	**Total Cost**	**Minimum Requirements**
Teacher (ET-15, 10-month)	ELL	ET	15	$96,670	BA/BS degree and licensure eligibility
Aide, 10-month Instructional	ELL	EG	4	$30,974	48 credit hours college coursework or high school diploma and passing paraprofessional exam scores
Guidance Counselor – 11-month	Bilingual High School	ET	15	$104,576	BA/BS Degree, MA in School Counseling & Licensure Eligibility
Guidance Counselor –	Bilingual Middle	ET	15	$96,670	BA/BS Degree & Licensure

10-month	School				Eligibility

Special Education Support

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total Cost	Minimum Requirements
Teacher (ET-15, 10-month)	Special Ed, Autism, Behavior Support Services, Hearing, Inclusion Services, Intellectual Disability Services, Vision	ET	15	$96,670	BA/BS degree and licensure eligibility
Coordinator, Special Education		ET	10	$90,377	MA degree required; three years or more experience preferred
Aide, 10-month Instructional	Special Ed	EG	4	$30,974	48 credit hours college coursework or high school diploma and passing paraprofessional exam scores

ECE Support

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total Cost	Minimum Requirements
Teacher (ET-15, 10-month)	Preschool. Pre-K, Preschool/Pre-K (mixed-age)	ET	15	$96,670	BA/BS degree and licensure eligibility
Aide, 10-month Instructional	Early Childhood	EG	4	$30,974	48 credit hours college coursework or high school

| | | | | | diploma and passing paraprofessional exam scores, CDA.* |

*Effective September 2013, all 10-month pre-K/kindergarten classroom aides must have either at least an associates degree or a CDA (or be on the path to their CDA credential).

Classroom Instructional Support

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total Cost	Minimum Requirements
Aide, 12-month Instructional	General Ed	EG	4	$36,373	48 credit hours college coursework or high school diploma and passing paraprofessional exam scores
Aide, 10-month Instructional	General Ed	EG	4	$30,974	48 credit hours college coursework or high school diploma and passing paraprofessional exam scores

Custodial Staff

Job Title	Subject Areas (if relevant)	Pay Plan	Grade	Total Cost	Minimum Requirements
Custodial Foreman		SW	1,3,5	$62,006	High school diploma/ GED, relevant work experience
Custodian (RW-5)		RW	5	$45,337	High school diploma/GED, relevant work experience
		RW	3	$36,109	High school

Custodian (RW-3)	diploma/GED

Key changes to positions for FY14 include the following:

- Administrative Aide and Administrative Assistant have been combined into one item. If you have an employee in one of these positions, the employee will remain in his/her current classification. All new positions will be Administrative Aides.
- Parent/Tech Coordinator have been separated into two titles to reflect the work these individuals are actually performing;
- Technology Instructional Coach has been added; and
- Two new CSO position types have been added:
    - Specialist, Audio/Video Media; and
    - Specialist, Technical Support.

IB: Average Teacher Salary Calculation

Overview

- In order to project the average teacher cost for FY14 and beyond, Education Resource Strategies (ERS) worked with the DCPS Office of Human Capital to create a statistical model that estimates teacher effectiveness, and thus compensation costs.

- The model results are based on three years of historical IMPACT, IMPACT*plus*, retention, and attrition data, as well as reasonable assumptions regarding the trajectories of those variables over time.

- The model's inputs include the following, among other data points: (1) the average IMPACT scores of teachers new to the district with varying levels of experience; (2) the average annual performance growth of teachers with varying levels of experience; (3) the likelihood that teachers at varying experience and performance levels will leave DCPS; and (4) the likelihood that teachers will accept annual IMPACT*plus* bonuses.

- We use an **average salary** to ensure we properly budget for costs associated with teachers including base salary, benefits, performance-based pay and bonuses as well as buyouts or extra-year placement costs that DCPS incurs. We also include costs related to substitute teachers and fingerprinting/drug testing into the average. More importantly, we use an average salary to ensure that we do not discriminate against more experienced teachers in the school budget development process.

Principal and Assistant Principal

The average salary for school leaders accounts for base salaries, fringe benefits and performance-based pay changes that will occur in FY14, including annual bonuses and base salary increases (which are being implemented for the first time at the end of SY12-13). The Teacher Incentive Fund Grant (TIF) will help offset a portion of the performance-based costs for FY14. Through this U.S. Department of Education grant, DCPS will receive $62 million over five years to help reward and retain, and provide more professional development opportunities for, teachers and principals.

Part II: THE BUDGET REQUIREMENTS

IIA: Required Staffing and Budget Requirements

For SY13-14, the following staff or programs are required at every school unless otherwise approved via the budget petition process. Per the new scheduling requirements, elementary schools and education campuses will not be able to petition to make changes to their allocations.

For all middle schools, high schools and alternative schools, petitions will need to reflect a cost-neutral change to the school's budget. The petition process can be found in Part III of this guide. All petitions are done via QuickBase. Appendix E contains a chart that summarized the petition requirements for FY14.

Required Staffing for SY13-14

School Leadership
Position
Principal
Assistant Principal (Intervention, Literacy, School Improvement Grants) - Positions are required based on program requirements or grant-funded requirements.

General Education Teacher
Position
All Classroom Teachers – this only applies to elementary schools and education campuses. Teaching positions are "flexible" in middle school, high school and alternative school budgets.

Special Education Positions
Position
All Special Education Teachers – staffing finalized on Feb. 21.
Educational Aide

English Language Learner Positions
Position
Teacher – ELL – Staffing finalized on Feb. 21.
Aide
Bilingual Counselor – only at applicable schools

Related Arts Positions
Position
Art, Music, Physical Education
World Language – required at ES and EC based on SY13-14 scheduling requirements
Librarian – required at all schools

Early Childhood Education
Position
Teacher (Preschool, Pre-K, Mixed-Age)
Educational Aide – an aide is required in every classroom (including kindergarten)

Schoolwide Instructional Support
Position
Psychologist
Social Worker
Behavior Tech
Instructional Coach - Roosevelt STAY, Ballou STAY, CHOICE Academy and the Incarcerated Youth Program will be served by 2 ICs located centrally.
International Baccalaureate Coordinator – applies to selected schools
Reading Specialist – applies to selected schools
Instructional Specialist (Race to the Top) – applies to selected schools

Custodial Staff
Position
Foreman – reflects FY13 allocation
RW-3 – reflects FY13 allocation
RW-5 – reflects FY13 allocation

IIB: The Office of Special Education Budget Requirements

LEA Representative

Under the Individuals with Disabilities Education Act (IDEA), each Individualized Education Plan (IEP) team is to include an individual who serves as the "LEA representative." This person is defined as a representative of the local education agency (LEA) who is qualified to provide or supervise the provision of the following:

- Specialized instruction to meet the unique needs of children with disabilities;
- Knowledgeable about the general education curriculum; and
- Knowledgeable about the availability of resources of the LEA.

At local schools, DCPS defines the principal as the default LEA representative. **Principals must identify at least one other staff member to serve as their delegate LEA representative. The Office of Special Education (OSE) must approve delegates during the school budget process**. OSE will provide mandatory training for the Special Educational Data Systems (SEDS) system to ensure all LEA representatives can fulfill their responsibilities under IDEA.

Special education coordinators will not be funded as part of the SY13-14 school allocation. Schools may use flexible staffing funds to acquire this function.

Special Education Staffing Allocations

Schools will receive special education teachers, paraprofessionals, psychologists and social workers based on total student enrollment and the number of students eligible for special education services as demonstrated by student IEPs. OSE will fund all other related-service providers centrally, excluding social workers, but principals will be informed of how many related-service providers will be assigned to their schools. These assignments also are based on IEP needs and determined through examination of authorized reports. Given the complexity of supporting students with special needs, OSE will provide technical assistance for any school requesting assistance with properly staffing the school to meet special education obligations.

Determining Special Education Teacher and Paraprofessional Allocations

Special education teachers and paraprofessionals who provide classroom support are funded in the local school budget. Teacher and aide allocations* will be budgeted using the following formula:

Classification	Definition	Teacher/Student ratio	Aide/Student ratio
Part-time, 0 – 8.0 hours	Students with eight or fewer total hours of specialized instruction.	1:18	NA
Part-time, 8.1 – 16.0 hours	Students with more than eight but fewer	1:15	NA

	than or equal to 16 total hours of specialized instruction.		
Part-time, 16.1 – 24.0 hours	Students with more than 16 but fewer than or equal to 24 total hours of specialized instruction.	1:12	NA
Full-time autism	Students age 5 and older with more than 24 total hours of specialized instruction and a primary disability of autism spectrum disorder.	1:8	1:3
Full-time early childhood autism	Students ages 3-5 with more than 24 total hours of specialized instruction and a primary disability of autism spectrum disorder.	1:8	1:3
Full-time behavior	Students with more than 24 total hours of specialized instruction and a primary disability of emotional disturbance.	1:10	2:10^
Full-time intellectual disabilities	Students with more than 24 total hours of specialized instruction whose primary disability is an intellectual disability.	1:10	1:10
Full-time learning disabilities	Students with more than 24 total hours of specialized instruction whose primary disability is a specific learning disability.	1:15	1:15

Full-time early learning support (Non-categorical)	Students in early childhood (PS/PK) through second grade with more than 24 total hours of specialized instruction who are not served by another self-contained program.	1:10	1:10
Full-time other	Students with more than 24 total hours of specialized instruction and primary disabilities of MD, OHI, SLI, Hearing, Vision, or TBI.	1:10	1:10

* These allocations are for determining the total number of special education teachers, not teacher caseload or classroom composition.
** These ratios are preferred but may be exceeded for the reasons outlined on page 79 of the current Washington Teachers' Union (WTU) contract.
^Behavior classrooms should contain one teacher, one instructional aide and one behavior tech.

OSE staff will look at each school's staffing individually to determine if certain factors warrant different staffing. Adjustments will be made when appropriate. These factors include the following:

- Grade configuration for SY13-14;
- Established early childhood programs for SY13-14;
- Established special education-specific programs for SY13-14;
- Overall average teacher caseload exceeding 1:15 ratio; and
- Fluctuating enrollment (Incarcerated Youth Program, CHOICE Academy, etc.).

If a school's budget development team believes this formula provides the school with an insufficient number of teachers, technical assistance is available prior to the time the school submits its budget to ensure proper staffing. Schools should contact OSE if they believe the formula has not adequately captured their needs.

Special Education Teacher Descriptions in QuickBase

New in FY14, OSE is categorizing teachers by the special education program offerings at each school. Principals can use this information to hire the most qualified teachers for the special education programs offered in their building. The table below provides a brief description of each program type.

Teacher Allocation Type	Program Description
Autism Program	Classrooms that provide services to students with Autism Spectrum Disorders and related disorders based on the principles of Applied

	Behavior Analysis (ABA).
Behavior & Educational Supports Program	Classrooms designed for students who are identified as having emotional/behavioral disabilities or who exhibit challenging behaviors that
Hearing Program	Sensory impairment program that affords students with hearing impairments the opportunity to learn alongside their non-disabled peers and access the Common Core State Standards-based curriculum.
Inclusion Services	All students not served in any other self-contained program, usually served in an inclusion setting or in a resource room.
Intellectual Disability Program	Classrooms designed for students with full-time IEPs and annual goals that include functional life-skills.
Learning Disability Program	Classrooms designed for students with part- or full-time IEPs and annual goals that include specialized instruction aligned to grade-level Common Core State Standards.
Non-Categorical Program	Students in these classes have full-time IEPs and frequently require a range of related services such as speech and language, occupational and physical therapy.
Vision Program	Sensory impairment program that affords students with vision impairments the opportunity to learn alongside their non-disabled peers and access the Common Core State Standards-based curriculum.

For a complete description of each special education program, please visit the Educator Portal, at SY 12-13 OSE Program Descriptions. An updated version for SY13-14 will be posted by March 31.

Special Education Paraprofessionals

During SY13-14, special education paraprofessionals who provide classroom support will be funded on each school's budget. OSE will continue to provide funding for dedicated aides.

Paraprofessional Job Description and Roles

DCPS has one job description for all special education paraprofessionals. For principals and staff, this means that any paraprofessional can serve either role — classroom support or dedicated services to special education students.

Paraprofessionals Providing Classroom Support

Paraprofessionals who support the delivery of specialized instruction (formerly called "educational aides" or "instructional paraprofessionals") are funded in the local school budget. These paraprofessional allocations* will be budgeted using the formula at the beginning of this section.

IEP Paraprofessionals Providing Dedicated Services

Schools must follow specific procedures for assigning an IEP paraprofessional as outlined in the Office of

Special Education Reference Guide. OSE will be increasing its due diligence around IEP paraprofessional assignment and usage. OSE will fund IEP paraprofessionals who are properly assigned. Schools that improperly assign or renew IEP paraprofessionals outside of set protocol will be required to fund the positions from their school budget. Schools are required to complete performance assessments for all IEP paraprofessionals.

Principals should keep in mind that IEP paraprofessionals may be assigned to one or more students with particular, intensive needs, pursuant to the students' IEPs. In short, by authoring IEP goals that provide students access to a paraprofessional in support of specific IEP goals rather than requiring the presence of an adult to support the student generally throughout the entire instructional day, schools can better target the use of paraprofessional time and effort toward goals pertaining to student achievement. For additional information regarding IEP paraprofessionals, refer to the Office of Special Education Reference Guide on the Educator Portal (https://www.educatorportalplus.com/group/edportal/specialeducation).

Determining School Support Positions

Early Childhood Special Education

DCPS is strengthening its ability to meet IDEA obligations to identify all children ages 3-5 who are eligible for special education. Early Stages is responsible for coordinating these efforts. Since children with disabilities are newly diagnosed throughout the year, each school should consider it a matter of routine that additional special education students will join their school communities during the school year, either as full-time students in classrooms or non-attending students served by school-based related service providers. School budgets include projections for these children.

The following schools use the Tools of the Mind curriculum, which serves a greater number of children receiving special education services in an inclusive setting and requires a unique staffing structure for one classroom at the PS/PK level. The following schools receive allocations specifically for these classes:

School	Teacher	Instructional Aide
Amidon-Bowen ES	1 dually certified	2
Cleveland ES	1 dually certified	2
Garrison ES	1 dually certified	2
J.O. Wilson ES	1 dually certified	2
School Without Walls	1 Special Education & 1 Gen Ed	1
Payne ES	1 Special Education & 1 Gen Ed	1

IIC: The Office of Bilingual Education Budget Guidelines

The number of bilingual/English Language Learner (ELL) staff assigned to each school is based on the number of ELL students served in your school.* The projected numbers were provided by the Office of Bilingual Education (OBE) and are based on current and historical enrollment. The number of staff (and budget allocation) assigned to each school is based on the compliance formula below.

Schools with 22 ELL students or more receive the following:

- One bilingual/ELL teacher for every 22 English Language Proficiency (ELP) Level I-IV students.
    - Note that the formula used by OBE to allocate bilingual/ELL teachers rounds to the nearest 0.5 FTE. For example, if a school has 37 ELL students, it will be assigned 1.5 bilingual/ELL teacher.
- One translation aide for every 50 ELP Level I students.

- One bilingual counselor for every 100 ELP Level I-IV students.
    - The bilingual counselor is responsible for providing bilingual counseling services to linguistically and culturally diverse students and assist linguistically and culturally diverse families. See the bilingual counselor job description for more information.

Schools with 11-16 ELLs (any level) receive the following:

- 0.5 bilingual/ELL teacher.

Schools with fewer than 10 ELLs (any level) receive the following:

- Services by a bilingual/ELL itinerant teacher(s) assigned and managed by OBE. These staff members will not be school-based but will be deployed to each school to serve students.

OBE can provide guidance and support with appropriate services and delivery models that can enhance your academic program based on the number of ELL students and their proficiency levels.

IID: Related Arts Positions

Scheduling Requirements

In response to the new scheduling requirements all elementary schools and education campuses will receive an art, music, physical education and world language teacher. All these positions are "required" and cannot be changed. A school's total allocation for these positions will be based on a school's total student population.

For all elementary schools and education campuses

Students will have 45 minutes of electives each day. Art, music, world language and physical education occur once per week at a minimum. Schools can determine how they want to use the other two days for electives; they can choose an additional elective or more art, music, world language or physical education.

Middle schools and high schools will need to budget for these positions to meet the academic requirements necessary for graduation.

Complying with the Healthy Schools Act

- Physical education – an average of at least 45 minutes per week; and
- Health education – an average of at least 15 minutes per week.

Note:

- Recess does not replace physical education instruction and is not eligible to be used to meet the physical education time requirements of the Healthy Schools Act.
- Schools may contract with an external physical activity vendor after meeting the above staffing recommendations for physical education and health instruction.

Staffing at the high school level should include teachers certified in health and physical education sufficient to support students in meeting the following DCPS graduation requirements (as dictated by DC Municipal Regulations):

- Physical Education – one Carnegie Unit; and
- Health Education – .5 Carnegie Unit.

Fillmore Arts – Updated March 27, 2013

In FY13, 11 schools participated in the Fillmore Arts program. Based on budgets submitted earlier this month, eight schools will participate in FY14, which gives Fillmore an opportunity to consider other schools that may want to participate in the program for the 2013-2014 school year. Any school that would like to participate in Fillmore for FY14 should contact Fillmore Principal Katherine Latterner (Katherine.latterner@dc.gov). We will work with you to process any budget changes for this purpose.

If a school participates in the Fillmore Arts program, the cost of Fillmore participation will be equal to the total allocation of art and music positions allocated to the school. For example, if the school receives 0.5 Full-Time Employee (FTE) art and music positions, the cost of those positions will be allocated to the Fillmore program and removed from the participating school's budget.

IIE: Early Childhood Education

Beginning in SY10-11, the Office of Early Childhood Education (OECE) made significant changes to how Head Start operates in DCPS, namely to allow for the equitable distribution of its federal Head Start funds across all Title I schools that offer preschool and pre-kindergarten (PS/PK) grade levels. This approach, the Head Start School-wide Model (HSSWM), combines the best elements of two program models serving children ages 3-4 (Head Start and pre-K) and blends funding sources (federal and local) to form a coherent system of high-quality services and supports for early childhood students.

Every preschool and pre-kindergarten classroom (including mixed-age classrooms) must have one teacher and one aide assigned full-time in order to comply with federal and state standards. Staff must be in the classroom during their tour of duty and available to fulfill instructional tasks whenever students are present.

Centrally Funded School Supports: The HSSWM allows for the even distribution of Head Start grant dollars to all DCPS Title I schools with PS/PK grade levels that participate in HSSWM. These grant dollars support positions and services that enhance the quality of early childhood programs at all Title I schools.

For SY13-14, all HSSWM schools will benefit from the following supports:

- **Early Childhood Field Trip Fund:** Head Start funding will support each PS/PK classroom in taking two field trips per year.
- **ECE supplies and materials:** Head Start funding will be used to purchase health and safety supplies on a quarterly basis. This includes, but is not limited to, items such as: pull-ups, wipes, cleaning products, first-aid kits, toothbrushes and toothpaste. Head Start funds also will continue to support the replenishment of early childhood classroom materials and all the furnishings for new PS/PK expansion classrooms.
- **ECE Instructional Support:** Each school is assigned an Early Childhood Instruction and/or Inclusion Specialist to provide ongoing professional development and school-specific technical assistance for PS/PK teachers and administrators.
- **ECE Family Engagement Support:** Each school is assigned a Community and Parent Outreach Coordinator and a Case Management Specialist to support family engagement and family support services. In addition, these staff members are available to assist schools in PS/PK recruitment and enrollment activities.

In addition, OECE will continue the implementation and expansion of the Tools of the Mind curriculum. All the curricular materials, required classroom supplies and professional development will be supported by Head Start grant funds.

IIF: Schoolwide Instructional Support

School Psychologists

All schools will receive funding for school psychologist(s) based upon size and need. All schools will have school psychologist coverage allocated to them.

School Social Workers

When determining how to finalize school budgets, principals should consider the following uses of social workers:

- When behavioral support services are written into IEPs by school-based IEP teams, those duties take precedence in order to implement IEPs effectively and comply with IDEA;
- Implementing family and community engagement strategies, providing direct counseling services, staff professional development around social/emotional needs of students, among others;
- Coordinating school-level crisis response; and
- Serve as the primary liaison between schools and other DC government agencies (Department of Mental Health, Department of Youth and Rehabilitation Services, etc.).

If a principal elects not to hire a Licensed Social Worker to provide the federally mandated IEP Behavioral Support Services (BSS), the individual must meet the licensure requirements noted on pages 21-23 in the OSSE Medicaid Guidelines. In summary, the individual must hold a current license in one of the areas listed below as required by OSSE:

- Social Worker = DOH license required
- Clinical Psychologist = OSSE and DOH licenses required in Clinical Psychology
- School Psychologists = OSSE license required in School Psychology
- Guidance Counselors = OSSE license required in Guidance Counseling

Individuals providing BSS must complete training in Special Educational Data Systems (SEDS), Provider Management Application (PMA), DC STARS, and policy and procedures outlined in the guidebook for either the Social Work or Psychology Program from OSE's Related Services Team.

Proposed changes to school social worker allocations must be approved by OSE during the budget petition process.

Instructional Coach

Each school will be required to have at least one Instructional Coach (IC) during SY13-14. The IC will be central to the roll out of DCPS' Academic Plan and will focus on literacy. Each IC will receive training on literacy throughout the year and will be expected to run collaborative learning cycles (CLCs). In addition, the IC will run individual learning cycles (ILCs) connected to school and teacher needs. The IC will spend 75 percent of his/her time in classrooms coaching teachers and will focus on eight-10 teachers during

each of the four learning cycles. The IC will create specific and targeted coaching plans for those who are receiving support. A Manager in the Instructional Coaching Program (MICP) and an administrator in the school will jointly evaluate this position using the Group 15 IMPACT rubric. The IC will be evaluated on both teacher growth and student growth.

International Baccalaureate (IB) Program

DCPS is continuing to develop International Baccalaureate (IB) programs across the school district in an effort to increase access to rigorous and international programming. Based on what we learned through the accreditation process with the first cohort of IB schools, the school district will provide funds for an IB coordinator for schools that have been identified by the Chancellor's Office to pursue IB authorization. The funding will cover the cost of the IB coordinator through the candidate period of the authorization process.

The following schools are IB authorized (or expected to be authorized) schools for SY13-14:

- Banneker HS, Diploma Programme (DP);
- Eastern HS, Diploma Programme (DP);
- Deal MS, Middle Years Programme (MYP);
- H.D. Cooke ES, Primary Years Program (PYP);
- Shepherd ES, Primary Years Program (PYP); and
- Thomson ES, Primary Years Program (PYP).

The following are schools continuing or initiating the IB candidacy process for SY13-14:

- Eliot-Hine MS/Jefferson Academy/Eastern HS, Middle Years Programme (MYP);
- Browne EC, Primary Years Programme (PYP) and Middle Years Programme (MYP); and
- Turner ES, Primary Years Programme (PYP).

Upon the achievement of IB authorization, schools will be expected to pay for their IB coordinator through their per-pupil spending. This would give IB candidate schools two to three years, depending on the program they are implementing, to determine how to build capacity within their school budget.

Benefit to IB Schools Pursuing IB PYP or MYP Authorization	Amount($)
Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 3 (IB Coordinator; 1 FTE ET 10 or higher	$91,953
Authorization Year 1 (IB Coordinator funded by school budget)	$0
Authorization Year 2+ (IB Coordinator funded by school budget)	$0

Benefit to IB Schools Pursuing IB DP Authorization	Amount($)
Candidate Year 1 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Candidate Year 2 (IB Coordinator; 1 FTE ET 10 or higher)	$91,953
Authorization Year 1 (IB Coordinator funded by school budget)	$0
Authorization Year 2+ (IB Coordinator funded by school budget)	$0

IB Staffing Implications

Diploma Programmes (DP) must have a full-time IB Coordinator (ET 10 or higher), a CAS Coordinator, an Extended Essay Supervisor, and teachers dedicated to teach courses from each of the six groups of study.

Middle Years Programmes (MYP) must have a full-time IB Coordinator (ET 10 or higher) and dedicated staff to teach courses from all eight content areas to students in each grade of the program.

The Primary Years Programmes (PYP) must have a full-time IB Coordinator and enough teachers to teach all content areas to students in each grade. In some cases, principals may have to dedicate a teaching position to teach a specific content area (e.g., physical education, art, music, world language, etc.).

IIG: Custodial Support

When developing your school budget, it is important to be aware that all custodians can open buildings, but only RW-5 custodians and SW foremen are allowed to close/secure a school building. In effect, RW-3 custodians cannot close/secure a school building. All schools require two custodial personnel to close the building. The custodial foreman position and custodians are required positions for SY13-14 and can be changed only via the petition process.

In the FY14 allocation, schools will receive their actual FY13 staffing level. Schools with physical building expansions for SY13-14 did receive additional positions based on the increased square footage. Recommendations for custodial increases were approved by the DCPS Chief Operating Officer.

Custodial staff who can OPEN	Custodial staff who can CLOSE
SW-5	SW-5
SW-3	SW-3
SW-1	SW-1
RW-5	RW-5
RW-3	

IIH: Afterschool Requirements

In the past, afterschool program funding resided in the central office in the Office of Out-of-School Time Programs (OSTP). In FY13, OSTP funded afterschool programming in 61 sites, while several other sites funded their programs through Proving What's Possible (PWP) grants. It is important to note that if your school does not receive a PWP extended-day grant or an allocation for an afterschool program, there is no central funding for extended-day programming at your school.

In FY14, all Title I elementary schools and education campuses will receive funding to support extended-day programs[1] or afterschool programming **in their school budget.** This change was made to allow schools to customize their afterschool programs to better meet the needs of their individual school communities. The source of afterschool funding will be a Temporary Assistance for Needy Families (TANF) federal grant through the Office of the State Superintendent of Education (OSSE) that is managed by OSTP. See **Appendix H** for the list of the schools receiving afterschool funds.

TANF funding in school budgets only can be used to support staffing for afterschool programming. The allocations were based on the following staffing assumptions:

- **Student Enrollment**: Funding was allocated to serve a percentage of the highest monthly average daily attendance for the school's afterschool program during SY12-13.
- **Staffing**: A school's afterschool program allocation includes funds for one teacher and one aide for every 20 students enrolled, as well as one administrative aide per school who will manage the day-to-day operations in coordination with an OSTP cluster coordinator.
- **Staff Tour of Duty and Pay**: Teachers are budgeted to be paid $34.50 per hour and work for one hour per day of afterschool. Aides are budgeted to be paid $15 per hour and work for 2.5 hours per day of afterschool. Administrative aides are budgeted to be paid $15 per hour and work 3 hours per day. Using these tours of duty, each classroom (one teacher and one aide) costs $13,719.

Schools may design their afterschool program by spending their allocations based on these assumptions, or schools may make changes based on the needs of their school communities. **Schools' staffing plans must account for at least the entire TANF allocation and serve at least the number of students identified by OSTP in the allocation.** However, a principal may choose to supplement the TANF allocation with other flexible funds in order to expand or enrich the program. For example, the principal may choose to use other funds to hire additional staff, extend teachers' tours of duty, purchase additional resources, or (as described below) hire their own full-time, school-based afterschool coordinator.

All TANF-funded afterschool programs must adhere to the following requirements:

_____

[1] See Proving What's Possible Requirements section for more information on extended-day schools.

Program Structure

- Meet Monday through Friday, 3:30-6 p.m. (Mamie D. Lee School's program will begin at 2:30 p.m. and run until 6 p.m.)
- Start on the first day of school and end the last full day of school. Principals should work with OSTP staff if they wish to start their program later in the school year. Any requests to modify start or end date(s) must include a plan for communicating the start date to families and procedures for dealing with any misunderstandings on the first day of school.
- Allocate an **afterschool administrative aide** or a full-time, school-based afterschool coordinator. Funding for a full school year for an administrative aide ($8,913.42) was included in each participating school's budget. **Principals may combine the administrative aide funding with flexible funds in order to pay for a full-time, school-based afterschool coordinator ($53,696).** These coordinators would have to adhere to the same OSTP policies and procedures that apply to the OSTP cluster coordinators, including attending regular staff meetings, fulfilling the OSSE grant requirements, and supporting summer school as needed.
- Operate high-quality programming that is as aligned as possible to the instructional vision of the day program. The afterschool program must contain both an academic and an enrichment portion.
  - The academic portion is known as the **Academic Power Hour (APH)**. Schools should use student progress data to inform instruction during APH, which requires sharing this data with coordinators and afterschool staff.
  - **Enrichment** should focus on, but is not limited to, wellness activities, performing and visual arts, athletics, and/or community service.
  - OSTP encourages principals to leverage partnerships with OSTP-vetted community-based organizations (CBOs) to help provide high-quality academic and/or enrichment programming.

- Increase or decrease the classroom size depending on grade level or content area. For example, since the funding for staffing assumes an average of 20 students per class, a principal may choose to structure the program such that a preschool/pre-K class has 15 students while a class for grades 4-5 has 25 students. No class should exceed 25 students, and the overall number of students served must meet or exceed the OSTP allocation.
- **Manage the hiring process** for teachers, aides and administrative aides/full-time, school-based coordinators, giving preference to current DCPS employees with an IMPACT score of 300 or higher. Principals may hire non-DCPS employees if necessary. OSTP encourages principals to collaborate with CBOs that work with their school to identify candidates when vacancies exist. Schools must be fully staffed for the first day of programming.

Student Enrollment & Copayment

- Afterschool programs must be offered to the same grade levels included in the program during SY12-13.
- Schools must serve at least the number of students identified in the enrollment target set by OSTP. Schools can serve more students if class sizes do not exceed 25. If principals want to offer more classes to serve more students, they may expand the program beyond the OSTP projection, but only if the school uses additional non-TANF funds to hire the additional staff.
- Students must enroll using the forms and process created by OSTP (required to comply with the OSSE grant). Students may not be permitted to begin participating in the program until all required documentation is submitted to and approved by the coordinator.

- Students in the program must submit a copayment of $10 per day of programming unless the student is eligible for a subsidized or free rate based on family income and other information provided when enrolling. Failure to submit payment will result in removal from the program until the outstanding balance is paid in full.

OSTP will continue to support afterschool programming in the following ways:

- Schools without a full-time, school-based afterschool coordinator will be supported by cluster coordinators responsible for three schools.
- OSTP staff will conduct site visits periodically throughout the school year to provide technical assistance, measure the quality of programming, ensure compliance with the TANF grant requirements, and provide other support to the program as needed.
- Central office staff will facilitate training and other technical assistance for principals, full-time school-based afterschool coordinators, cluster coordinators and/or administrative aides on TANF grant requirements, and other topics to increase the quality of afterschool programming.
- OSTP will pay for security at TANF-funded afterschool sites until 6 p.m. each day. The funding for this contract will not appear on school budgets.
- OSTP will continue to design and distribute APH curriculum aligned to the English language arts and math curricular resources at no expense to schools.
- Afterschool student supplies will be ordered on behalf of schools and delivered prior to the start of SY13-14 school year. OSTP will consult with the principal and/or coordinator to determine what should be ordered for each school.
- Enrollment procedures and documents will be created and distributed prior to the start of SY13-14 when the enrollment period begins.
- OSTP will continue to vet and recommend CBOs with which schools can partner to provide program services and support. Principals should contact OSTP if there is an organization or type of organization with which they are interested in partnering. New organizations will have to be vetted by OSTP prior to starting work in any school.
- OSTP will track the hours worked by afterschool staff at each site to ensure employees are not exceeding their tour of duty. Monthly expenditure reports will be tracked to ensure schools can provide fully staffed programming through the end of the school year.

Additional OSTP policies and procedures will be shared with principals prior to the start of the new school year.

School-based Classroom Position Guidance

JROTC

If a school offered JROTC or NJROTC (collectively, "JROTC") in SY12-13, the school must provide the same programming in SY13-14. A budget petition is required to make any changes to the JROTC program in FY14. **As in past years, all DCPS JROTC programs must be staffed with two instructors; a senior instructor who is a commissioned officer (ET-15); and an instructor who is a non-commissioned officer (EG-9).** If a JROTC program has had two consecutive years with enrollment greater than 150 students, a third instructor must be added in the third year. Currently, no DCPS programs are slated to receive a third instructor.

The JROTC instructor's salary is funded through a cost-sharing agreement with the U.S. Department of Defense. The Army or Navy pays for half, and each school's local school budget pays the other half. Thus, each JROTC instructor "costs" only 0.5 FTE in the school budgeting process, even though the instructor works a 1.0 FTE tour of duty. The school does not have to account for the other 0.5 FTE because the military reimburses DCPS for it. All supplementary funding, such as uniforms, supplies, etc., will remain the responsibility of the federal government and will be purchased by the school instructors.

Advanced Placement (AP) Courses

As previously discussed with schools, it is our goal that EVERY student completes a college-preparatory sequence of study in high school, including experience in college-level courses. To that end, we expect every high school *at a minimum* to offer a set of Advanced Placement (AP) courses in the four core academic areas: English, math, history and science. Schools are strongly encouraged to add additional AP course offerings to their currently existing courses.

In SY13-14, every high school is expected to offer at least the following (as was the case last year):

- AP English Literature and Composition *or* AP English Language and Composition;
- AP Calculus AB or AP Statistics;
- AP US History *or* AP US Government; and
- AP Biology.*

Please contact James Rountree, Science Specialist, at james.rountree@dc.gov, for a complete list of lab materials required for all AP science courses.

Please refer all general AP-related questions to Matthew Reif, Director, Advanced and Enriched Instruction, at matthew.reif@dc.gov.

For SY13-14, we expect the following steps will be taken:

- Every school will offer at least the four courses listed above; and
- Schools will explore the option of adding new AP courses or additional sections to currently offered courses (by using tools such as the AP Potential list of students to encourage greater AP enrollment).

READ 180

Below is a list of staffing and scheduling implications:

- All students identified for READ 180 must be enrolled in both READ 180 and English/language arts.
- READ 180 class time must be scheduled for 70-100 minutes daily to yield the desired growth results.
- Schedule READ 180 class sections with 15-21 students, with an individual class size not to exceed 24 students.

School-Based Support Position Guidance

While making staffing and budget decisions, please consider that school-based staff members are responsible for implementing policies and practices in the following areas related to student support:

- Attendance and truancy (Social Worker, Attendance Counselor or Attendance Designee);
- Student discipline systems – implementation of Chapter 25 (point of contact, Assistant Principal of Intervention, Dean, Behavior Technician, In-school Suspension Coordinator, Student Resource Coordinator);
- Student Support Teams (Student Support Team Coordinator);
- Section 504 support (Section 504 Coordinator); and
- Support for homeless students – implementation of McKinney Vento (Homeless Liaison).

Additional potential areas of student support include the following:

- Support for pregnant and parenting students; and
- LGBTQ liaison.

Attendance and Truancy

In general, the school-based work around attendance and truancy involves the following:

- Administrative tasks
    - Entering attendance daily and maintaining accurate records (teachers and designated staff);
    - Document attendance outreach and intervention, including required referrals; and
    - Facilitation of regular attendance committee meetings.

- Student/family interventions and case management
    - After one absence, make phone call home;
    - After three absences, coordinate family meeting and assess student/family barriers to attendance. Conduct home visit if family does not attend meeting and pre-SST intervention;
    - After five absences, complete an Attendance Support Plan and referral to the Student Support Team;
    - After 10 absences, make referral to CFSA for suspected educational neglect for students ages 5-13 and send letter to family with chronic truancy notification;
    - After 15 absences, referral to MPD for external communication and warning letter notification to student and family; and
    - After 20 absences, make referral to the Office of the Attorney General for students ages 5-13 and to Court Social Services for students ages 14-17, and conduct ongoing intervention and outreach to student.

There are multiple staffing structures that can be used to cover these responsibilities. Principals may contact the Deputy Chief of the Office of Youth Engagement Adele Fabrikant at Adele.Fabrikant@dc.gov for assistance with organizing their staff to support the work around attendance and truancy.

Student Discipline and School Climate

In general, the school-based work around student behavior and discipline involves the following:

- Implementation of school-wide procedures
  - o Universal supports for student behavior;
  - o Targeted supports for students with behavior infractions;
  - o Clear processes to respond to student misbehavior;
  - o Consistent use of discipline consequences that do not result in suspension;
  - o Timely due process for every suspension, including student conference, and verbal and written notification to parent/guardian

- DCPS Anti-Bullying Policy;
- DCPS Policy on Physical Restraint;
- Data entry and analysis;
- Documentation of student behaviors in Student Behavior Tracker (SBT);
- Behaviors that are referred to an administrator;
- Behaviors that result in on-site or off-site suspension or expulsion;
- Analysis of weekly data from SBT;
- Identification of school-wide trends; and
- Identification of students requiring targeted support.

Student Support Teams

The Student Support Team (SST) is led by a designated coordinator who supports the following work:

- Collect and analyze academic and behavioral data to identify student needs;
- Facilitate the SST process effectively to elicit/share information and explore student needs;
- Support the identification of appropriate interventions;
- Ensure that mechanisms are in place to regularly monitor student progress;
- Align SST data with school improvement plan;
- Provide results to building administrator(s) and district personnel;
- Electronically manage documents, forms, data and resources; and
- Attend monthly professional development training.

School Nurses

All DCPS schools receive full-time nursing services coverage at no charge to the school. The nurses are provided through a contract between the DC Department of Health (DOH) and Children's National Medical Center (CNMC). As these are not DCPS employees, CNMC maintains all employer rights and responsibilities for these nurses (some specialized schools may receive additional nursing services). If a nurse at a participating school is unable to continue full-time employment, DOH will provide a replacement nurse for that school as soon as possible. Principals may work with the appropriate DOH supervisor to evaluate nurses and request any kind of disciplinary action or removal. Some schools have students with low-incidence disabilities that require nursing services beyond the capacity of the school

nurse. The Office of Special Education (OSE) will provide supplemental nursing services to schools serving these students. Information about (OSE) can be found in the next section (IIB) of this guide. If schools received new computers, monitors, printers and fax machines for the school nurse, it is the school's financial responsibility to maintain functioning technology for its school nurse(s) as well as a functioning phone and fax/e-fax line.

Library Media Specialist

According to research, a school library media program that provides up-to-date, accurate and attractive resources and is managed by a certified school library media specialist who collaborates with teachers to augment and enhance classroom instruction, results in increased test scores, particularly in reading.

III: Title Funds Spending Requirements

Title I, Part A

Title I funds are used for a variety of services and programs, with a special focus on instruction in reading and mathematics. Title I funds are to be used to ***supplement*** the amount of funds that would be made available from non-federal sources and not to ***supplant*** funds from the regular budget. The key objective of Title I funds is to close the achievement gap and serve the most disadvantaged students. The amount of Title I funds a school may receive is determined by its poverty rate (the number of students within a school that qualify for free or reduced-priced meals).

Schools with **poverty rates above 40 percent operate School-Wide Title programs** in which Title funds are consolidated with local funds into one total school budget used to fund highly qualified instructional staff.

Schools with **poverty rates between 35-40 percent are considered Targeted Assistance schools** and must use educationally related criteria to identify those students who will receive Title I-funded services as defined by their Targeted Assistance program plan.

For SY13-14, DCPS will have two Targeted Assistance schools: Wilson HS and Watkins ES.

Within a Targeted Assistance school's budget, Title I funds are not consolidated with local funds. Targeted Assistance schools must use the following guidelines when developing their Title I Targeted Assistance program plan and budget:

Title I, Part A – Programmatic Guidelines
Provide programs and services geared toward improving student achievement, such as: • Reading and/or math resource instructor who provides intensive academic intervention to students; • Administrative Premium to pay teachers for before- or after-school tutorial programs; • Purchase of educational software and equipment to support and enhance classroom instruction; • Embedded professional development activities to support instruction; • Development of reading and math intervention programs that target the most academically at-risk students; • Conferences that focus on strengthening leadership and instructional capacity within the school and support reform measures; and • Support for parental involvement activities included in the Comprehensive School Plan and/or articulated in the School Parental Involvement Policy's Parent Compact (also known as Parent Partner activities). For guidance on the effective use of Title I, Part A spending for family engagement, see Appendix J.
Other Allowable Uses
• Hire or contract personnel to provide instructional services; • Payment of stipends to parents as volunteer partners in the school; • Purchase of supplies and materials, equipment, software and reference materials; • Purchase of furniture for student/teacher computer stations and other instructional media;

• Payment for approved local and out-of-town travel; hotel accommodations; conference, convention and registration fees that support research-based strategies; and • Payment for services that serve an educational purpose toward improving student achievement.

Non-Allowable Uses
• Support catering services that are not explicitly and directly tied to its Title I program related to students and parents; • Fund extracurricular activities (i.e., Six Flags) and paraphernalia (i.e., T-shirts, iPads) that are not directly linked to a Title I academic program; or • Supplant (replace) funds from the required school budget.

Title II, Part A – Professional Development

Title II, Part A funds may be used to support high-quality professional development activities as described by the No Child Left Behind (NCLB) Act. Funds may be used to provide follow-up training for teachers who have participated in professional development activities to ensure that the knowledge and skills learned by teachers are implemented in the classroom.

For Targeted Assistance and non-Title I schools, Title II funds are not consolidated with local funds. Targeted Assistance and non-Title I schools must use the following guidelines when developing their Title II professional development plan and budget:

Title II, Part A – Programmatic Guidelines
Provide high-quality, sustained professional development staff/services that: • Are intensive and yield a positive and lasting impact on classroom instruction and teachers' performance; • Are not one-day, short-term workshops or conferences, unless supported with a sustainability plan articulated and approved in their Comprehensive School Plan; • Improve and increase teachers' knowledge of core subjects they teach (English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography); • Are an integral part of a school-wide improvement plan; • Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards; • Improve classroom management skills; • Support training of highly qualified teachers; • Advance teacher understanding of effective instructional strategies that are impacted by scientifically based research and include strategies for improving academic performance; • Are aligned with and directly related to the content standards; • Are developed with extensive participation of teachers, principals, parents and administrators; and • Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement.
Other Allowable Uses

• Provide training for teachers and principals in the use of technology used to improve teaching and learning in core academic subjects in which the teachers teach;   • Provide training to incorporate technology that enhances classroom instruction;   • Provide instruction in methods of teaching children with special needs;   • Provide instruction in the use of data and assessments to inform and instruct classroom practice;   • Provide instruction in ways that teachers, principals and pupil-services personnel can work more effectively with parents;   • Attend conferences that are supported with a sustainability plan to ensure that essential information and strategies will have a lasting impact on classroom instruction; and   • Payment of professional development activities, which may include tuition and employee training to improve classroom instruction and/or teacher performance.
Non-Allowable Uses
• Provide direct services to students and parents;   • Purchase educational supplies, materials or equipment for student use;   • Construct facilities; or   • Supplant (replace) funds from the required school budget.

IIJ: Non-Personnel Spending (NPS)

Non-personnel spending (NPS) accounts for purchases outside of personnel expenditures. All schools receive an allocation of 2.3 percent (2.3%) of their total budget for NPS. When budgeting for NPS, you should utilize these Comptroller Source Groups (categories):

0020	Supplies & Materials	For items that are often replaced, such as basic office supplies (pencils, paper, printer ink, etc.) and custodial supplies (toilet paper, cleaner, etc.)
0031	Telecommunications	For telecom purchases, such as "smart" phone devices and services
0040*	Other: Travel & Professional Development	For reimbursing DCPS staff for travel and training costs or pre-paying for conference fees or mailing and outsourced printing costs
0041	Contracts	For all contractual services that require Office of Contracts & Acquisitions approval and support
0050	Stipends	For non-DCPS employees, such as parents for school involvement projects
0070	Equipment & Books	For equipment that is not consistently replaced, such as books, computers, furniture, and library books/resources

*Transportation for student field trips and homeless youth should be a consideration in the budget

Transportation

- As of October 2011, the Office of the State Superintendent Department of Transportation (OSSE DOT) no longer provides transportation for field trips for DCPS schools.
- Three consolidating schools will receive one-year "swing" transportation to transport students from SY12-13 schools sites to SY13-14 school sites. Routes include*:
- Davis to Plummer
- Kenilworth to Thomas ("if necessary")
- Marshall to Langdon
  *no additional routes will be included in SY13-14
- The DCPS Homeless Children and Youth Program provides central office resources to support students in temporary or transitional housing; there are specific eligibility criteria for these resources.
  - For students who are not eligible for transportation assistance via the Homeless Children and Youth Program, limited resources are available centrally through the Neediest Kids Fund.
  - If the level of student need will exceed the resources that are available centrally, it is recommended that schools include additional NPS funds for transportation assistance in their budget.

Additional Budget Specifications: Overtime and Administrative Premium

Overtime for custodians, paraprofessionals and security should be fully accounted in the local school budget. As a point of reference, schools should budget based on historical expenditures.

- Overtime costs should cover custodial overtime for weather events and special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover additional security costs associated with special school events outside of regular school hours (dances, performances, athletics, etc.).
- Overtime costs should cover the use of paraprofessionals working beyond their normal tour of duty.

Schools also should budget for administrative premium in the following areas:

- Evening Credit Recovery staff;
- Summer School; and
- Additional uses.

For additional information on administrative premium, please refer to Appendix G.

On-site OCTO technician position

Schools have the option of using their NPS funds to hire a full-time Tier II (on-site) technician to support their technology needs (computer labs, mobile carts, basic Internet connectivity troubleshooting, etc.). Principals may work with OCTO management to specify budget, skill set and scope of support. Technicians will have experience with OCTO supporting DCPS. An on-site technician will significantly reduce the need to call OCTO for technical support. Cost ranges from approximately $50,000-$90,000 annually, depending on technician skill set. Schools may partner to share one full-time tech. Funds would be transferred to OCTO via a memorandum of understanding (MOU). For more information, contact Chelsea Rock, Director of Technology in the Office of the Chief Operating Officer, at 202-442-5124.

Computer refresh schedule

Schools should budget to replace computers (laptop and desktop models) every three to five years. As a reminder, the central office does not provide or distribute computers for schools. Investing in extending the life of out-of-warranty machines (e.g., adding memory, repeatedly upgrading operating systems, etc.) is discouraged. Please refer to the OCTO Hardware Standards website for the most up-to-date OCTO-supported computer configurations: https://sites.google.com/a/dc.gov/dcps-hardware-standards/. If your needs are not met by the standards listed on this site, please contact IT ServUs at servus.helpdesk@dc.gov and request assistance in building a customized quote from Dell or Apple. Additional questions may be directed to Chelsea Rock at 202-442-5124.

Budgeting for the Achievement Network (ANet)

During SY13-14, only schools that are currently partnering with Achievement Network (ANet; see list below) will have the option of continuing the partnership. The partnership will not be mandatory.

However, schools continuing with ANet will be responsible for contracting and negotiating fees directly with ANet. DCPS central office will not be hosting a blanket contract in SY13-14. Depending on level of support required from ANet, schools should budget between $14,000 and $30,000 for annual costs. Schools will need to consult with ANet directly to ascertain their level.

Level 0 - $30,000	Level 1 - $25,000	Level 2 - $19,000	Level 3 - $14,000

In addition, the central office may request assessment data directly from schools and/or ANet every cycle or as requested. It's important to note that ANet schools will not have online interim assessment capability during SY13-14. Schools may choose to administer the Paced Interim Assessments online at no cost to prepare for online PARCC testing in SY14-15.

The following is a list of schools that are partnering with ANet.

ANet Schools	
AMIDON-BOWEN	MAURY
BANCROFT	KELLY MILLER
BARNARD	MINER
BRENT	ORR
BRIGHTWOOD	PAYNE
BROWNE	PLUMMER
BRUCE-MONROE	POWELL
CLEVELAND	RANDLE HIGHLANDS
COLUMBIA HEIGHTS	RAYMOND
SCHOOL WITHOUT WALLS @ FRANCIS-STEVENS	REED
HART	SMOTHERS
HENDLEY	SOUSA
HYDE	STUART-HOBSON
JANNEY	TAKOMA
KIMBALL	TRUESDELL
LAFAYETTE	TUBMAN
LECKIE	WALKER-JONES
MANN	WEST

IIK: Contract Requirements

IEP Caseloads

The IEP caseload should not exceed 15 IEPs per teacher. In cases where a special education teacher is required or agrees to act as case manager for more than 15 students with IEPs, the WTU Contract provides that the teacher will receive three hours of administrative premium per year for each student over 15 (WTU Contract; 23.13.2.4, 24.5.5). For example, if a special education teacher acts as case manager for 16 students with IEPs he/she will receive $102 per year; for 17 students with IEPs he/she will receive $204 per year, and so on.

Acceptable Reasons for Altering Class Sizes

Schools should make a reasonable effort to meet the classroom requirements. However, schools may need to alter class sizes for the following reasons (WTU Contract 23.13.3):

- Lack of sufficient funds for equipment, supplies or rental of classroom space;
- Lack of classroom space and/or personnel available to permit scheduling of any additional class or classes in order to reduce class size;
- Conformity to the class-size objective because it would result in the organization of half or part-time classes;
- A class larger than the above is necessary and desirable in order to provide for specialized or experimental instruction;
- Placement of pupils in a subject class for which there is only one on a grade level; or
- Size of specific classroom space is inadequate.
- *Early childhood classrooms cannot exceed the ratios and group sizes listed above for any reason.*

Multi-Age Classrooms

Multi-age classrooms - or split classrooms - at the kindergarten through Grade 5 level are effectively eliminated with the new staffing allocations for FY14. Schools should ensure that they meet the new scheduling requirements based on their classroom configurations.

Mixed-age classrooms in early childhood programs cannot include children of kindergarten age. By creating multi-age classrooms, you can effectively serve the students in the classroom and provide a breadth of services to all children. Schools should work with their instructional superintendent to make decisions relative to where multi-age classrooms can best support the needs of their schools.

IIL: Proving What's Possible Requirements (PWP)

In FY14, DCPS will allocate $6.5 million to support the following initiatives through PWP:

Continuing Initiatives

Before March 14, 2013, the Office of the Chief of Schools will reach out to each principal who received PWP funds last year with the goal of identifying and continuing positive programs. Much of the PWP funds in FY13 were one-time awards. As such, they will not need to be funded again. Afterschool programs at Title I schools will be funded by TANF funds, not through PWP.

Extended-Day Programs ($2,700,000)

The following nine schools will be allocated $300,000 in PWP funding to implement extended-day programs:

Dunbar HS	CW Harris ES	Garfield ES
Johnson MS	Kelly Miller MS	Simon ES
Nalle ES	Noyes EC	Orr ES

These schools were identified from the cohort of schools that began implementing longer school days during SY13-14 and other schools committed to providing more learning time for students.

Reading Initiatives ($2,500,000)

Our 40 lowest-performing schools serve large populations of students who need additional academic support, including students from high-poverty backgrounds and students with disabilities. To support and strengthen these schools, DCPS will utilize research-based turnaround models to provide targeted supports that schools need to focus on academic achievement. Eleven of these schools will receive PWP funds for additional literacy-focused personnel, including a school literacy assistant principal to improve teacher practice and a reading specialist to work directly with struggling readers.

The following schools will receive these positions:

Aiton ES	Browne EC	Drew ES	Hart MS
King ES	LaSalle-Backus EC	Moten ES	Nalle ES
Smothers ES	Turner ES	Washington Met. HS	

Central Office Administrative Support ($200,000)

A lesson learned from the current school year is that additional central office support is necessary to ensure and evaluate PWP schools' success. A total of $200,000 has been reserved to staff contracts and evaluations to ensure the successful implementation of extended-day and other PWP programs.

IIM: Students Forward (SF)

Students Forward (SF), formerly Full Service Schools, is a program through which identified schools receive additional support. During FY12, every SF school had a student resource coordinator (SRC). Due to low fidelity of implementation, the SRC model was phased out of most schools.

In SY13-14, all SF schools will be staffed with an Assistant Principal for Intervention (API), Department of Mental Health clinician, and WrapCare coordinator. Only the API will appear on school budgets as the Department of Mental Health funds the other positions.

Students Forward Schools SY13-14		
Cardozo HS	Eliot-Hine MS	Hart MS
Jefferson Academy	Johnson MS	Kelly Miller MS
Kramer MS	Sousa MS	Stuart-Hobson MS

An additional support staff member from the central office will be assigned to work with Hart, Johnson, Kelly Miller and Kramer to support schools' challenging student populations.

IIN: Race to the Top (RttT)

Race to the Top (RttT) funding comes from federal funds allocated by the Office of the State Superintendent of Education (OSSE). Each RttT lead school will receive $175,000 in NPS funding. Each partner school will receive $115,000 in NPS funding. All RttT schools will receive an instructional specialist, which will appear in each school's budget. NPS will not be allocated via school budgets.

RttT Lead Schools	
Anacostia HS	Garfield ES
Kramer MS	Luke C. Moore HS

RttT Partner Schools		
Browne EC	Dunbar HS	Eastern HS

Currently, OSSE is receiving school plans that have been vetted through the DCPS Office of School Turnaround. OSSE approved plans in February 2013. This grant ends September 2014. The previous RttT model was discontinued by OSSE in November 2012.

IIO: School Improvement Grants

School Improvement Grants (SIG) are derived from federal funds allocated by OSSE. During SY13-14, DCPS has 13 SIG schools that are assigned to Cohort 1 or Cohort 2. Cohort I's SIG funding will expire at the end of the current school year. Funding will continue for Cohort II. Cohort II schools will meet with OSSE to review current plans and student growth based on support provided through the SIG funds. OSSE will approve FY14 plans and budgets based on current school year performance.

Cohort II Projected FY14 Budget

Garfield Elementary School: Garfield is a SIG school, but the school's grant currently allows only for non-personnel services funding, which will not appear on the school's budget.

Johnson Middle School: Personnel services funding to support a math teacher, mass media teacher and technology coordinator.

Kelly Miller Middle School: Personnel services funding to support an assistant principal and math teacher.

Kramer Middle School: Personnel services funding to support an administrative officer, OCTO technician and program coordinator.

Savoy Elementary School: Savoy is a SIG school, but the school's grant currently allows only for non-personnel services funding, which will not appear on the school's budget.

Stanton Elementary School: Stanton is a SIG school, but the school's grant allows only for non-personnel services funding, which will not appear on the school's budget.

Each school's allocation is determined based on its application submitted to and approved by OSSE. All SIG schools will receive non-personnel services funding to support contracts with various community organizations. However, these funds will remain part of the central office budget.

IIP: Evening Credit Recovery

Goal 3 of *A Capital Commitment* (increasing four-year graduation rates from 53 percent to 75 percent by the time next year's ninth graders graduate in SY16-17) makes Evening Credit Recovery a necessary investment. Students can recover credits during the school day, over the summer and, through Evening Credit Recovery (ECR), after school.

This section outlines a new approach to ECR that provides schools with more of an opportunity to "own" ECR and make it work best for their students' needs. In the past, ECR funding resided centrally in the Office of College and Career Readiness (OCCR), which collaborated with schools to schedule ECR courses and hire staff into second jobs that were paid from OCCR's budget. Courses ran during terms 2, 3 and 4.

In FY14, 15 schools will receive funding in their school budgets for ECR. The funding will be in administrative premium, which will allow for more flexible scheduling than our traditional approach to hiring teachers into second jobs with set tours of duty. Schools must only use the ECR funding to support credit recovery. On average, an ECR teacher "slot" costs $4,105.50, which would pay a teacher for 119 hours of ECR instruction at $34.50 per hour. Traditionally, the 119 hours were distributed as follows: three hours of instruction and 0.5 hours of planning each day for 34 days.

The school-by-school allocations were based on factors including, but not limited to: student need for credit recovery opportunities; promotion and graduation rates; FY13 ECR usage (i.e., the Capacity Index, which measures the percent of ECR seats the school filled each term); and enrollment projections.

The allocations for FY14 into schools' administrative premium budgets are as follows:

School	ECR Allocation	# Teacher Slots
Anacostia HS	$98,532.00	24
Ballou HS	$90,321.00	22
Ballou STAY	n/a	n/a
Banneker HS	*	*
Cardozo EC	$49,266.00	12
Columbia Heights EC	$53,371.50	13
Coolidge HS	$36,949.50	9
Dunbar HS	$45,160.50	11
Eastern HS	$65,688.00	16
Ellington	*	*
Incarcerated Youth Program	$4,105.50	1
Luke C. Moore HS	$86,215.50	21
McKinley Technology	*	*
Phelps HS	$16,422.00	4
Roosevelt HS	$61,582.50	15
Roosevelt STAY	n/a	n/a
School Without Walls	*	*
Washington Met. HS	$32,844.00	8
Wilson HS	$73,899.00	18

Woodson HS	$73,899.00	18
Youth Services Center	$4,105.50	1
TOTAL	**$792,361.50**	**193**

* Student demand for ECR at these schools is significantly lower, making it inefficient to run ECR sections at these campuses. As in the past, these schools, with OCCR's support, will arrange for students to enroll in and attend ECR courses at nearby schools offering ECR.

Schools may design their ECR program by spending their allocations based on the staffing assumptions listed above (i.e., 119 hours per course, 3.5 hours per day) and the program structure listed below. Or, schools may design alternative staffing models that better meet their students' needs. Note that instructional superintendent and OCCR approval for alternative models is required.

Principals may supplement this ECR allocation by using flexible dollars in administrative premium to expand or improve the program. For example, the principal may choose to hire additional staff, extend teachers' tours of duty, purchase additional resources, or hire a part-time, school-based ECR coordinator, among other things.

Program Structure

- ECR students may recover up to one credit per nine-week term.
- ECR classes meet from 3:30-6:30 p.m., with teacher planning from 6:30-7 p.m., Monday through Thursday.
- ECR classes start on the first day of terms 2, 3 and 4 of the school year and last throughout the entire nine-week term.

In the past, OCCR has required schools to fill ECR courses with enough students to fill at least 80 percent of the offered seats, assuming a class size of 25 students per course. This 80 percent target will remain in place as guidance and will be used to track and report on schools' efficient use of the ECR allocation. But, unlike in past years, OCCR will not close a section for under-enrollment, because the funds already will be in schools' budgets.

OCCR will continue to provide scheduling support as well as any technical assistance schools may need to implement a successful evening credit recovery program. OCCR is working with OCFO to finalize the procedure for reporting the use of the ECR funds; guidance will be forthcoming shortly.

Part III: THE BUDGET PROCESS

Part III of the Budget Guide outlines the process for creating a local school budget. In Part III, you will find the following:

- Methods for Maximizing Budget Potential;
- The Budget Petition Process;
- SY13-14 Staff Excessing Procedures;
- Principal Engagement with the LSAT and School Community;
- Tools for Finalizing the Budget; and
- Budget Guide Appendices.

IIIA: Maximizing Budget Potential

Sharing Staff Between Schools

With the permission of the instructional superintendent and Chief of Schools, principals may share building administrators or teachers between two schools. The intention is for schools to be creative in ways to maximize the instructional opportunities for students.

Arrangements to share staff are executed through an agreement signed by each principal as well as the appropriate instructional superintendent(s). This agreement must stipulate which principal is responsible for evaluation and timekeeping for the individual. Scheduling should be finalized early enough to ensure alignment with the master scheduling process, and schools should share staff within general close proximity. Please see Appendix D: Shared Personnel Services Agreement.

All staff sharing agreements must maintain compliance with the scheduling requirements at elementary schools and education campuses. Schools also must ensure compliance with the requirements around JROTC and the Healthy Schools Act outlined in previous sections.

IIIB: FY14 Staff Reductions Process

For information regarding staff reductions for WTU and non-WTU positions, please see the *Principal's Guide to Staff Reductions*, which will be provided by the Strategic Staffing team. Contact your staffing representative if you have questions. A list of staffing representatives by cluster can be found in the "key contacts" section of the guide.

IIIC: Engaging the LSAT and School Community

The principal is ultimately responsible for making decisions regarding the school's budget, staffing and academic planning. Principals at elementary schools and education campuses must ensure that their budget is aligned with the DCPS scheduling requirements. All schools should work to involve the LSAT in developing the budget as this brings valuable community insight to the process. There is a helpful guide in **Appendix J** that lists possible uses of Title 1, Part A funds for family engagement.

Before the school's budget is submitted, the principal should share the budget with the LSAT. The LSAT does not have to agree with the budget, but they do need to be informed of any and all changes for FY14.

As part of the FY14 budget process, LSAT chairpersons will be given a signoff in the QuickBase budget application. QuickBase signoff's will be given in the week after the budget allocations are released to schools. This will require the chairperson to confirm that the LSAT was briefed and consulted about the school's budget.

After the central office has approved a school's budget, the school's principal is expected to present the finalized budget to the school community.

KEY NAMES AND CONTACT INFORMATION

Cluster	Staffing	ELL	Special Education
I	Monique Weekes 202.442.5394	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
II	Jaclyn Smith 202.907.7299	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
II	Jaclyn Smith 202.907.7299	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
IV	Monique Weekes 202.442.5394	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
V	Darrell (D. J.) Brooks 202.442.5031	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
VI	Pankaj Rayamajhi 202.258.4935	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
VII	Darrell (D. J.) Brooks 202.442.5031	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
VIII	Pankaj Rayamajhi 202.258.4935	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
IX	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
X	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026
XI	Dominique Odesola 202.442.5354	Elba Garcia 202.671.0750	Charles Jackson 202.442.4026

Additional Contacts

Name	Office	Phone
John Petersen	Budget Team, Office of the Chief of Staff, DCPS	202.425.3803
Christopher Rinkus	Budget Team, Office of the Chief of Staff, DCPS	202.442.5679
Julie Johnson	Budget Team, Office of the Chief of Staff, DCPS	202.422.3440
Bryant Sewell	Budget Team, Office of the Chief of Staff, DCPS – QuickBase Support	202.480.3152
Crystal Jefferson	Interim Deputy Chief, Human Resources	202.442.4090
Elba Garcia	Director, Office of Bilingual Education	202.576.8851
Charles Jackson	Deputy Chief of Operations, Office of Special Education	202.442.5455
Sara Goldband	Director, Strategic Staffing	202.442.7695
Danielle Ewen	Director, Office of Early Childhood Education	202.442.7695

*** Email for all individuals is firstname.lastname@dc.gov. (Exception: Charles.Jackson2@dc.gov)*

APPENDICES

Appendix A: THE COMPREHENSIVE STAFFING MODEL

Comprehensive Staffing Model

The Comprehensive Staffing Model (CSM) remains the model for all inputs in a school allocation. There are a number of central factors that are accounted for when DCPS calculates initial school budget allocations. These include the following:

- Projected student enrollment;
- Special education student population;
- English Language Learner (ELL) student population;
- Free and Reduced-Price Meals (FARM) forms submitted;
- School configuration (Elementary School, K-8 Model School, Middle School, or High School);
- Teacher-to-student ratios by grade configurations;
- Specialty School Status;
- Non-Personnel Spending (NPS); and
- Per-pupil funding minimum.

Each of these factors informs the initial budget allocation for your school.

A1: Explaining the Inputs in the CSM

Enrollment Projections

The primary driver for your school's initial budget allocation is projected student enrollment. Projected student enrollment is determined by analyzing the past five years of enrollment data by school to estimate enrollment for the upcoming school year. Projections also take into account more nontraditional factors that can significantly affect enrollment, such as school closures, capture rates and spikes in birth rates. This year, DCPS accounted for enrollment audit losses as a percentage of total enrollment in the FY14 projections from the Oct. 5, 2012, audit. You can find the complete instructions for determining a projection in **Appendix F**.

In February 2013, school enrollment projections were delivered to principals for review. Once received, principals accepted or petitioned their projection based on evidence of enrollment. Petitions were granted based on the quality of evidence and understanding the cap on our overall funded enrollment for FY14.

Special Education Student Population

Staffing the special education student population is determined by a review of all current Individualized Education Plans (IEPs). The Office of Special Education (OSE) staffing ratios guide these staffing needs. Funds are then allocated according to the given ratios. On Feb. 14, special education staffing projections

were provided to all schools in preparation for final allocation release. During the budget-building process, schools are not able to repurpose funds designed to support special education needs.

English Language Learner Student Population

Similar to the special education student population, staffing needs for the English Language Learner (ELL) student population are determined by reviewing the number of ELL students currently enrolled and their language proficiency level (Level I through Level IV). The Office of Bilingual Education (OBE) staffing ratios guides staffing for ELL students. Funds are then allocated according to the given ratios. For example, if a school has 22 students between Level I and Level IV in K-8, the school will receive funds for one full-time bilingual/ELL teacher. On Feb. 14, ELL staffing projections were provided to all schools in preparation for final allocation release. During the budget-building process, schools are not able to repurpose funds designed to support ELL needs.

Free and Reduced-Price Meals (FARM) Forms Submitted

The number of students at a school who submit their Free and Reduced-Price Meal (FARM) form has a direct impact on the amount of "Title funds" that a school receives in its initial budget allocation. "Title funds" refers to money provided by the U.S. Department of Education through the Elementary and Secondary Education Act of 1965. These funds are divided into two categories: Title I and Title II. Title I funds are designed to provide support for students from low-income families and are subsequently tied to the successful submission of a completed FARM form. A small percentage of Title I funds are set aside to fund parent engagement initiatives at the school level. Title II funds are designed to support professional development for educators.

School Configuration

The grade configuration of a school impacts the allocation. The grade configuration determines the appropriate CSM designation. Elementary schools, for example, are run through the "Elementary" designation. Within that designation are specific rules that are unique to elementary schools and will affect the allocation. A good example is the teacher-to-student ratios at the preschool and pre-K levels, where the ratio is lower (fewer students to a teacher) than teacher-to-student ratios at the secondary grade levels. An elementary school with a high number of preschool and pre-K students will therefore receive a higher allocation than a school without preschool or pre-K (such as a middle school) given the need for more teachers to adhere to the given ratios at the preschool and pre-K levels.

Specialty Schools

Currently, five schools within DCPS receive "non-formula funds," or specialty funds that promote the unique goals of their program. These funds were established via board resolutions prior to mayoral authority over the District's public schools. The dollar values remain constant between fiscal years.

A good example is Ellington School for the Arts, which uses its non-formula funds to sustain a dual-curriculum that provides both general studies and arts-intensive classes. Non-formula funds are included in the initial school budget allocations for these programs.

Schools Receiving Specialty Funds	Total Non-Formula Funding
Ballou HS	$947,000
Banneker HS	$690,480
Ellington School for the Arts	$2,180,709
McKinley Technology	$1,680,585
School Without Walls HS	$495,436

Non-Personnel Spending (NPS)

All schools are allocated an equally weighted NPS fund that reflects 2.3 percent (2.3%) of a final total school allocation. For example, if a school receives an allocation for $1 million (prior to the add-on for NPS), it will then receive $23,000 for NPS. This results in a total school budget allocation of $1,023,000. In FY13, DCPS allocated 2.75 percent (2.75%) for NPS, so FY14 represents a reduction in allocation of NPS funds. On average, schools budgeted 2.6 percent (2.6%) of their budget toward NPS for FY13.

Per-Pupil Funding Minimum

Even with the school consolidations set for SY13-14, there are still many small schools in the district. **For FY14, 62 schools have fewer than 400 students.** The cost of maintaining lower-enrollment schools and expanding early childhood programs often falls disproportionately on schools with large enrollments. The cost is reflected in the fact that our largest schools spend the least per student. Without any adjustment, these larger schools lose funding while they are gaining overall enrollment. We identified all schools that were funding at less than $8,739 and added funds to restore their per-pupil spending to $8,739. The per-pupil funding minimum (PPFM) increased by 2 percent (2%) from FY13 to reflect the increase of 2 percent (2%) in the Uniform Per-Student Funding Formula. Even with the adjustment, these large-enrollment schools spend the least per student.

How the CSM Applies to Scheduling Requirements for Schools

The CSM establishes the positions a school must have ("required") and allocates funds based on ratios to support those positions. CSM is divided into three designations: Elementary School, Middle School and High School. (Education Campuses, or K-8 schools, are inputted into the model by grade and align with either Elementary or Middle.) Each school is run through the CSM in the appropriate grade-level designation.

DCPS allocations are divided into two parts: **required staffing** and **flexible staffing.** Required staffing includes positions that, for programmatic reasons, are considered essential for school operations or for all students to participate in the array of programs necessary for success. Principals must budget for all required positions, although they may submit a petition to opt out of the position if so desired. A major change to the FY14 budget process makes classroom teachers a "required" position at elementary and education campuses, which means a petition is required to change this position. No petitions will be accepted from any elementary school or education campus. Changes, if necessary, will be made during scheduling roundtables with the Chief of Schools.

Classroom teachers remain "flexible" at the middle school and high school levels, as scheduling requirements are not required for SY13-14. Petitions will be more limited. Changes to the petition process can be found in the "changes" section of the Budget Development Guide.

Flexible staffing speaks to the principal and LSAT's ability to adjust those positions based on the school's programmatic needs.

Finally, schools receive the dollar equivalent of the average salary for a position. This allows schools to be "personnel-neutral" when budgeting, which means schools can decide to budget for a position without concern that their desired candidate would "exceed" the budgeted cost.

How the CSM Differentiates for Elementary Schools and Education Campuses

In mid-February, elementary schools and education campuses received a preliminary staffing projection for their kindergarten through Grade 5 teachers. An early release of positions represents the Chancellor's request to better align elementary education with common scheduling requirements across all schools. While schools still receive an allocation based on the inputs of the CSM, as outlined above, the new methodology focuses on predicting the number of classrooms a school will reasonably offer and pairing each classroom with a full-time teaching position. In addition, all elementary schools and education campuses received a complement of full-time related-arts teachers – art, music, physical education and world language – regardless of size. The effect of this change in staffing eliminates many mixed-grade classroom configurations (such as a grades 4-5 combination), allows more time for collaborative planning, and guarantees a full complement of related-arts courses.

The rules of the inputs for preschool through Grade 5 at elementary schools and education campuses are summarized in the chart below:

Inputs	Model Assumptions	Result
Factor 1	Advance all teachers based on the current (SY12-13) classroom configuration.	All general education teachers for SY12-13 are allocated for FY14.
Factor 2	Classroom size cannot exceed 29 students, and cannot have fewer than 15 students.	Classes that exceed 29 students will result in the addition of another full-time teaching position. The addition of a teacher must result in two classes with 15 students or more.*
Factor 3	Schools with greater than **one** classroom and an average classroom size that exceeds 27 students will result in the addition of a full-time teacher.	Large schools with large classes see a decrease in classroom size with the addition of a teacher when the average of multiple classes exceeds 27 students.

*Very small schools may not receive a full time (1.0) art, music, PE or WL teacher allocation.

By basing the teacher allocation on what currently exists in the school building as well as a universal allocation model, we can allocate a realistic figure for full-time teacher positions while maintaining equity across elementary schools and education campuses (since we expect all schools to adhere to similar class sizes based on scheduling requirements). The shift from a strict ratio-based allocation guarantees a minimum number of required instructional minutes taught in certain subject areas.

One big caveat to the above methodology is at the education campuses. While the preschool through Grade 5 levels receive an enhanced classroom teacher allocation, grade levels 6-8 still will be staffed at a 1:22 teacher-to-student ratio. This staffing ratio is consistent with all middle grades across the district. Scheduling requirements will not be in place for the 6-8 grade levels.

The result of this new methodology is a direct contribution to the classroom. To be certain, this contribution comes at a cost. Changes to the non-instructional positions in the CSM can be found in the "changes" section of the Budget Development Guide.

Appendix B: Scheduling Requirements

Based on the stated goal of increasing investment in instructional positions, the budget process for schools was split into two groups: technical assistance (Group 1) and scheduling roundtables (Group 2). Schools are assigned to one or the other group based on whether they are subject to the new scheduling requirements. Group 1 schools – middle schools, high schools and alternative schools – are not subject to the scheduling requirements and will participate in technical assistance sessions led by the school budget team. Group 2 schools – elementary schools and education campuses – will participate in scheduling roundtables led by Chief of Schools John Davis. Scheduling roundtables will concur with the school allocation release on March 7, 2013, and continue after school budgets are due from all schools.

In this new model, schools have less discretion to change staffing positions. Group 2 schools will have significantly less discretion and cannot submit petitions as any changes will be handled through scheduling roundtables. The change to the staffing model for FY14 (discussed later in this guide) results in a greater investment in classroom teachers and related-arts staff. Ultimately, the FY14 staffing changes for Group 2 limit the number of "mixed-grade" classrooms, ensure collaborative planning time for teachers, and guarantee a full complement of related arts classes such as art, music, physical education and world language.

A summary of the above information can be found in this chart below:

Implementing FY14 School Budget Changes	Group 1 (Traditional Roundtables)	Group 2 (Scheduling Roundtables)
School type	MS, HS, Alts.	ES, EC
Subject to scheduling requirements	No	Yes
Formal release of full school allocation	March 7	March 7
Scheduling Roundtables (via Chief of Schools)	No	Yes
FY14 Budget Due	March 14	March 14
Petitions	Some petitions	Changes via scheduling roundtable only.

At each DCPS elementary school and education campus, students in preschool through fifth grade will receive the following subjects each day with instruction beginning at 8:45 a.m. and ending at 3:15 p.m.:

Required Courses	Required Time
Literacy Block	120 Minutes
Math Block	90 Minutes
Science or Social Studies	45 Minutes
Electives/Specials	45 Minutes
Lunch	30 Minutes
Recess	15 Minutes

Schools will use the remaining, flexible 45 minutes based on the needs of their students. Ultimately, principals will work with Instructional Superintendents in a scheduling roundtable to ensure the above requirements are met, and Instructional Superintendents will sign-off on the school schedule.

Literacy Block

The literacy block will follow the prescribed 120-minute literacy block that has been in place for two school years.

Math Block

Like the literacy block, the math block will follow the prescribed 90-minute structure that we have started this school year.

Science and Social Studies

Science or social studies will take 45 minutes of each day. Schools may elect to either have three days of science and two days of social studies per week, or have a full week of science followed by a full week of social studies.

Electives/Specials

Students will have 45 minutes of electives each day. Art, music, world language and physical education occur once per week at a minimum. Schools can determine how they want to use the other two days for electives, choosing an additional elective or more art, music, world language or physical education.

Remaining, Flexible 45 Minutes

The remaining, flexible 45 minutes can be used for a variety of purposes depending on student needs. Ideally, this time would be used for reading, math and specific interventions, but could also include a variety of activities important to the school. Examples include, but are not limited to, additional time for writing, phonics, independent reading, readers/writers workshop, literature circles, and literacy stations, along with additional time for the math block and responsive classroom components. The time also may be used to extend recess past the requirements listed above.

Additional Guidance

Breakfast Operations

Every effort should be made to begin instruction at 8:45 a.m., while adhering to the guidelines of the Breakfast in the Classroom program. For schools that do not have Breakfast in the Classroom (or have less that 40 percent of students who qualify for free and reduced-price lunch), the morning and breakfast procedures should ensure that instruction begins at 8:45 a.m. Schools with several students participating in the Breakfast in the Classroom program can implement practices such as shared reading or reading aloud while students are eating. Regardless, instruction begins at 8:45 a.m.

Schools must choose to operate either traditional Breakfast in the Classroom or cafeteria breakfast service with "Grab and Go" programs. For the traditional Breakfast in the Classroom, breakfast meals must be brought to classrooms in insulated bags, and all students will be offered breakfast in the classroom. For cafeteria breakfast service, students who arrive between 8:15 and 8:40 a.m. will be served in the cafeteria. Students who arrive after 8:40 a.m. will be strongly encouraged by administrators and other school staff to pick up a breakfast bag to take to their classroom, or "Grab and Go." Schools with several students participating in the Breakfast in the Classroom program can implement practices such as shared reading or reading aloud while students are eating. Regardless, instruction begins at 8:45 a.m.

Departmentalized Instruction

When students rotate through subjects in departmentalized instruction via 90- to 110-minute blocks of math, language arts and science/social studies, schools must ensure that at least 30 minutes of the science/social studies block each day is dedicated to literacy instruction, including independent reading; close reading of complex text; questioning based on student reading of texts; or direct, text-based instruction. This satisfies the original 120-minute literacy block structure.

If only math and language arts are departmentalized, they must meet the minimum requirements described on the previous page.

Tools of the Mind, Montessori and Reggio-Emilia Inspired

Schools using these specialized curricula should continue implementing them to fidelity.

Preschool/Pre-K Specials and Electives

Preschool and pre-K students also may engage in 45 minutes of electives per day. Specials should be scheduled at times that do not interrupt learning centers or small-group instructional time. Whenever possible, specials should be provided in the classroom and should build on and integrate the work (themes, projects, learning goals, etc.) as developed by the classroom teaching team. If specials are offered outside of the classroom, every effort should be made for the 45 minutes to include the transition time to and from the special.

At a minimum, preschool and pre-K students are required to engage in at least one elective each day and teachers should have 45 minute planning time. Schools have the flexibility to divide up the time and the actual electives. Regardless of the timing of the specials/electives, all early childhood classrooms must meet appropriate staffing, ratio and group-size requirements at all times children are present.

International Baccalaureate (IB)

IB schools may continue to integrate their interdisciplinary units of study across all content areas (where appropriate). The 45-minute science/social studies block should be used as an inquiry block. The inquiry block should be used for interdisciplinary, inquiry-based instruction or second language instruction as required by the International Baccalaureate Organization.

Healthy Schools Act Legislation

For SY13-14, students in kindergarten through Grade 5 must have an average of least 30 minutes per week of physical education. Students in grades 6 through 8 must have an average of at least 45 minutes per week of physical education. At least 50 percent of physical education class time shall be devoted to actual physical activity, with as much class time as possible spent in moderate-to-vigorous physical activity. Public schools shall provide health education to students in kindergarten through Grade 8 with an average of at least 15 minutes per week. This instruction can occur in science or physical education.

Fillmore

Schools that are utilizing Fillmore automatically meet the music and art requirements for their students. While Fillmore does incorporate dance, a school still needs to ensure that the physical education and world language requirements are met over the course of a week.

English as a Second Language

The Office for Civil Rights (OCR) requires that ELLs receive at least a period of English as a Second Language (ESL) instruction each day. ELLs may receive this service within any of the content areas described in this schedule, but additional flexibility may be needed based on the language proficiency level and the type of service delivery model at each school. For guidelines based on the service delivery at your school and specific recommendations, please look at the "Guidelines for English as a Second Language Services for Elementary and Educational Campuses" produced by OBE. Regardless of the ESL service delivery model, the ESL teacher(s) should work collaboratively with the general education teachers to make language instruction both relevant for the student and aligned with content area instruction.

Dual Language Programs

Dual language programs will require flexibility around the scheduling of instruction during the literacy block (and of the math block in some schools). Dual language schools must ensure that students receive a full 120 minutes of literacy and both Spanish and English are equally represented on a daily or weekly basis. Some schools may choose to divide the components of the literacy block across languages (i.e., interactive read-aloud in Spanish and guided reading in English), and other may choose alternate languages daily or weekly. Similarly, for schools teaching math in two languages, students must receive 90 minutes daily of math instruction in either or both languages.

Appendix C: Instructions for Completing Schedule A

Once the budget cycle is complete, the Office of Human Capital (OHC), in conjunction with the Office of the Chief Financial Officer (OCFO), will work with principals to develop their Schedule A for FY14 in accordance to their funding allocation.

The QuickBase budget application will incorporate staffing elements specific to each school to assist schools in planning. It is the responsibility of principals to have their building seniority as a reference as they budget. After a school's budget has been approved on Thursday, March 14, Human Resources will begin working with principals to hire or reduce the affected positions.

Appendix D: Sharing 0.5 Positions

The following represents the agreement between _____, the Primary School, and _____, the Partner School, to share the services of one budgeted position supported 50-percent by the primary school and 50-percent by the partner school.

The two school administrators have agreed, as signed below, for _____ to serve as the primary school. In response, funds from the partner school will be transferred to the primary school's budget for accounting and time reporting purposes. The budgeted position should be reflected on each school's Schedule A and PS worksheet as .5 Full-Time Equivalents.

Primary School		
Position No.	Position Title	Employee Name

Partner School		
Position No.	Position Title	Employee Name

PRIMARY SCHOOL:

School Name: _____

Principal: _____

Signed: _____   Date: _____

        Principal

PARTNER SCHOOL:

School Name: _____

Principal: _____

Signed: _____   Date: _____

        Principal

Approved by:

Signed :   _____   Date: _____

        Instructional Superintendent (primary school)

Upon completion by the principals, this form should be submitted to the Primary School instructional superintendent for approval and submitted as a petition, through the petition process.

Appendix E: Budget Petition

Only middle schools, high schools and alternative schools will be able to petition in FY14. All elementary schools and education campuses cannot submit petitions.

All budget petitions for FY14 will be done via QuickBase. Principals should immediately engage and obtain approval to submit a petition from their instructional superintendent. Only petitions approved by an instructional superintendent will be forwarded to the Chancellor for final approval.

Changes to the allocations after the initial release can be made in two scenarios: 1) a "budget-neutral" change request via petition, or 2) minor corrections to budget errors, such as an accounting problem.

Last year, DCPS received hundreds of unique petitions. Some of the petitions we received fell outside the scope of the petition process — meaning they were either not allowable or were not budget-neutral.

To help you navigate the petition process, it may be easiest to begin with what petitions *aren't.* Petitions should **not** be viewed as:

- **Requests for additional funding.** School budget allocations are based on projected student enrollment and the composition of that projected study body. This means schools receive funds commensurate with the number of students to be enrolled and additional funding is dependent on the identified needs of these students (which would include special education or ELL services, for example). Submitted petitions must be cost-neutral – within your school's initial budget allocation.
- **Requests to adjust projected enrollment.** Projected enrollments were released in February with a one-week review period for principals to provide feedback, including any requests for adjustment. Once that process closes, DCPS reports those numbers to the Office of the State Superintendent of Education (OSSE) and focus budget allocations toward serving that projected number of students. At this stage, projected enrollments are set.
- **Requests to modify special education or English Language Learner (ELL) staffing.** Special education and/or ELL staffing is based on an analysis of individual student needs at each school. For special education students, the staffing ratios are based on the hours in student IEPs. ELL staffing is also based on a ratio built from the student levels established during ACCESS testing or student placement testing. All ELL and Special Education staffing was finalized on Feb. 21.

In short, principals are welcome to review their required staffing and develop proposals that may modify required staffing detailed in the CSM. The critical piece for principals is developing a strong rationale to support any petitions, and ensuring that detail is fully captured in the petition submission via QuickBase. Once petitions are submitted, the appropriate central program office and the Chancellor will review. If a petition is approved, it will be communicated back to the principal.

A few other important considerations for the petition process:
- All petition submissions will be submitted via the budget QuickBase application (e-mails and faxes will not be considered).
- All petitions must be budget-neutral, meaning that no requests for additional funding will be considered. The school's total allocation will not change as part of the petition process.

- Petitions will be considered **on a rolling basis**. Like any rolling deadline, the earlier you submit, the quicker you may expect a response.
- Principals should build their budgets as if their petition will **not** be accepted. This means, no waiting until the last minute to create your budget because you're awaiting a petition response. Proceed as if the petition will not be accepted. If your petition is accepted, an adjustment may be made to a close-to-final budget.
- If your superintendent does not approve your petition, it will not move forward for consideration.
- If you submitted a petition last year, you still have to resubmit for this year. There is no guarantee that last year's petitions will automatically be accepted for the upcoming year.

Position Petitioned	Past Practice	Group 1 (Technical Assistance)	Group 2 (Scheduling Roundtable)	Notes
	All schools except autonomous treated alike	MS, HS, Alts.	ES, EC	
OSE teachers, aides, behavior techs, psychologists, social workers	Large number of petitions to support general education petitions	No petitions	No petitions	Early release of OSE allocation will allow adjustments prior to allocation release.
ELL teachers, aides, counselors	Few petitions	No petitions	No petitions	Early release of ELL allocation will allow adjustments prior to allocation release.
Classroom teachers	Petitions not required	Same as past years; flexible petitions; no petition required	No petitions; only changes approved by Chief of Schools John Davis will be accepted.	Only changes approved through Chief of Schools John Davis scheduling roundtables will be made for Group 2.
Art, music, physical education, world language, ICs	Petitions required to change unless school participates in Fillmore or autonomous.	MS, HS, Alts. can only petition Instructional Coaches (no allocations for other petitions).	No petitions; only changes approved by Chief of Schools John Davis will be accepted.	Only changes approved through Chief of Schools John Davis scheduling roundtables will be made for Group 2.
Special programs or grant positions (IB, SEM, FSS, SIG)	Not generally permitted	No petitions	No petitions	Additional funds for these positions have been added to school budgets

				and have been earmarked for this position.
Librarians	Flexible positions; petitions not required	Petitions required	No petitions; only changes approved by Chief of Schools John Davis will be accepted	Library positions are now required.

Appendix F: Enrollment Projection Methodology

The base of the model is the Oct. 5, 2012, official reported enrollment, as submitted to OSSE. Using those numbers, we go through a process to develop a conservative estimate of a projected Oct. 5, 2013, enrollment, as our audited enrollment is not yet finalized at the time we begin to develop school budgets. This is the same basic process we have used since SY08-09. The following bullets summarize the process:

- **Step 1:** Using at least four years of enrollment history, DCPS applies grade-by-grade trends at each school to adjust the rising cohort numbers. For example, if a school has a history of losing 10 percent of its rising fifth-grade class, we will apply that loss rate to this year's fourth-grade enrollment. Past work with various statistical models has demonstrated that this cohort model is by far the strongest predictor of future enrollment.
- **Step 2:** DCPS adjusts the kindergarten numbers to reflect changes in birth rates and trends. This includes changes in grade configuration, planned expansion of early childhood classrooms, and planned introduction of new special education programs.
- **Step 3:** DCPS adjusts the projection to reflect individual school and grade performance on the SY12-13 audit (the latest audit for which we have data). Schools that tend to "lose" students in the audit had their projection discounted accordingly.
- **Step 4:** DCPS reviews overall grade-level and school-level trends to ensure that the aggregate numbers reflect the four-year trends. For example, our cohort loss rate has been steadily declining over four years for rising first graders, so we want to ensure that our individual school and grade numbers aggregate into a reflection of that trend. Where trends looked incorrect, we went back to the individual school- and grade-level data to check for anomalies.
- **Step 5:** DCPS shares preliminary projections with each principal through an online portal (February). Principals review their projection (including being able to see their own four-year history, for context) and either approve the projection, or petition to change it. Any petition for change had to include specific rationale for that change. We reviewed all petitions case by case and then approved or denied them, based on the strength and specificity of the argument as well as our overall enrollment projection.

Appendix G: Administrative Premium Guidelines

Administrative premium pay is a negotiated compensation for Washington Teachers' Union (WTU) members only. The amount of the administrative premium pay is set forth in article 36.8.2 of the collective bargaining agreement with that union.

In accordance with the WTU collective bargaining agreement (article 36.8.1), Teacher working in second jobs as part of the following program shall be paid at the set rate for administrative premium pay:

- Summer School;
- Saturday School; and
- Afterschool Programs.

Similarly, administrative premium pay shall be provided to Teachers for participating in:

- Class coverage/loss of planning period – loss of lunch period;
- Exceeding IEP Case Manager limit; and
- Other eligible activities approved by the Supervisor or DCPS.

The information that follows provides supplementary guidance to clarify the above and set forth a formal District of Columbia Public Schools policy for administrative premium pay.

Administrative Premium Pay

Administrative premium pay is an hourly rate for approved activities completed, usually, beyond the normal tour of duty. For the purposes of this guidance, administrative premium pay will not be defined as work completed in a second job (i.e., Summer School, Afterschool, or Saturday School).

Eligibility

Teacher will be defined as any ET-15 (including ET-15/12, ET-15/11, and ET-15/10) or EG-9 member of the Washington Teachers' Union. No other employee or non-employee of the DCPS is eligible for administrative premium pay.

Principals must ensure that there are sufficient funds in the appropriate funding codes to pay administrative premium before authorizing the activities below.

Appendix H: Afterschool Sites

Afterschool sites funded through Title I Temporary Assistance for Needy Families (TANF) can be found in the following table.

Aiton ES	Jefferson MS	Savoy ES
Amidon-Bowen ES	Ketcham ES	Seaton ES
Bancroft ES	Kimball ES	Smothers ES
Barnard ES	M.L. King ES	Sousa MS*
Beers ES	Kramer MS	Stanton ES
Brightwood EC	Langdon EC	Stuart-Hobson MS*
Brookland EC	Langley EC	Takoma EC
Browne EC	LaSalle-Backus EC	Thomas ES
Bruce-Monroe ES	Leckie ES	Thomson ES
Burroughs EC	Ludlow-Taylor ES	Truesdell EC
Burrville ES	Mamie D. Lee School	Tubman ES
Cleveland ES	Miner ES	Turner ES
Drew ES	Moten ES	Tyler ES
Eliot-Hine MS*	Patterson ES	Walker-Jones EC
School Without Walls	Payne ES	Watkins ES
Garrison ES	Plummer ES	West EC
H.D. Cooke ES	Powell ES	Wheatley EC
Hart MS	Randle Highlands ES	Whittier EC
Hendley ES	Raymond EC	J.O. Wilson ES
Houston ES	Marie Reed ES	

* Title I middle schools that are not 21st Century Learning Center grant recipients will receive funding for security only. This support will not appear in school budgets.

Appendix I: Optional Academic Staffing

Gifted and Talented Resource Teacher (1 FTE)

Individual schools that are interested in implementing a gifted and talented program may hire a full-time ETF-10, a dedicated teacher position for Gifted and Talented Resource Teacher to implement a program for gifted students at their school. Within DCPS, the Schoolwide Enrichment Model (SEM) is the official model for providing instructional programming support for gifted and talented/high ability students who are in need of more enrichment-based learning opportunities. The SEM is a three-tiered approach to provide all students with a certain level of enrichment experiences that a Gifted and Talented Resource Teacher would provide, with the collaboration of school faculty, as well as small group "enrichment clusters." During enrichment clusters the teacher would work with groups of students whom the school has identified as in significant need of more intense enrichment learning opportunities.

SEM was developed in the late 1970s by Dr. Joseph Renzulli from the University of Connecticut and is the result of compelling research that has shown that providing a level of interest-based enrichment learning experiences is beneficial to all students and not just a select few. All positions for Gifted and Talented Resource Teacher will receive curricular support, professional development, and cohort learning experiences along with other Gifted and Talented Resource Teachers provided by the director of Advanced and Enriched Instruction. Please contact Matthew Reif, matthew.reif@dc.gov, with any questions.

Technology Instructional Coach (1 FTE)

Individual schools that are interested in increasing the instructional use of technology may hire a full-time ET-15, a dedicated teacher position based in the Instructional Coach model. The Technology Instructional Coach (TIC) is the key instructional technology specialist for the school and facilitates the effective integration of technology into the teaching/learning process and its use throughout the curriculum. This individual provides training and support to the staff on technology integration, blended learning, and the National Educational Technology Standards. The TIC uses a collaborative model in working with principals, teachers, library media specialists, and all instructional staff that includes planning, coaching and modeling lessons. A Manager, Educational Technology and an administrator in the building will jointly evaluate the TIC. The evaluation will use the Group 15 IMPACT rubric. The TIC will be evaluated on both teacher growth and student growth as a result of the work the TIC does with teachers. Please contact David Rose, david.rose@dc.gov with any questions.

Appendix J: Guidance on the Effective Use of Title I, Part A Funds for Family Engagement

Do I, as a principal, have money to spend on family engagement projects?
Yes! If your school receives Title I funding, 1 percent (1%) of that money is "set aside" for projects focused on improving family engagement in student and school success.

Example: $300,000 Title I Budget = $3,000 for Family Engagement Projects

What types of Family Engagement Projects will help improve student achievement?
Ongoing strategies that welcome families or seek to partner parents and classroom teachers to support student achievement are a better investment of school resources than "one-off" family-oriented events.
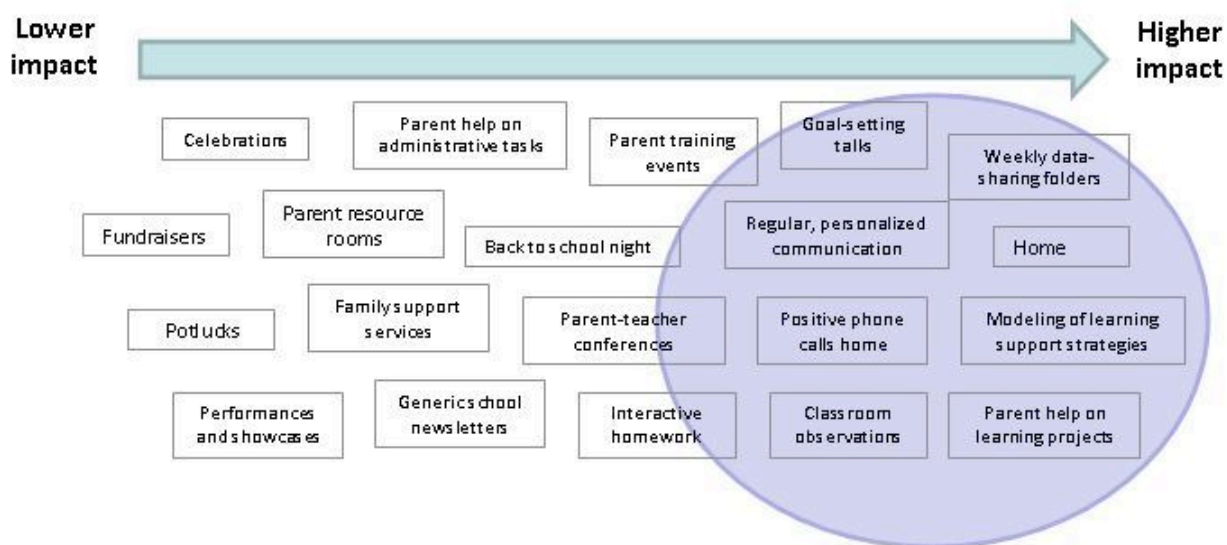
Strategies for Budgeting Title I, Part A funds to Build Family Relationships and a Welcoming School environment (* = higher impact on student achievement; $$$ - More Time and Dollars Required):**

Welcome Letters and Surveys to Families*$: This is an inexpensive, but relatively effective schoolwide strategy to help teachers build trusting interpersonal relationships with families, based in student achievement. Teachers send home a letter to each student and/or family before the start of the school year to introduce themselves and get to know more about the child from their family. Samples of strong letters and surveys are available on the educator portal.

Signs*$$: Putting up signs in well-traveled areas of the school building that welcome and orient visitors to key destinations are a simple way to make families feel safe. Translating signs into languages spoken by families shows that you want them as a partner in their child's learning. Invest some funds on professionally made signs; the signs will look "official" and will last.

Introductory Phone Calls$:** This is an inexpensive, high-yield strategy to build relationships with families. A simple phone call from each teacher to each student is an investment of time. That

investment lets families know a teacher cares in a personal way about their student. The call also gives teachers some baseline information about what the family expects for their child. Sample phone scripts are available on the educator portal.

Get to Know You Meetings in the Classroom$:** This is an inexpensive, but effective schoolwide strategy to help teachers build trusting interpersonal relationships with families, based in student achievement. There is a cost of time and money for purchasing refreshments. Students and families can visit the classroom to meet the teacher and orient themselves to the building and the classroom before the school year begins.

Take Parent-Teacher Conferences into the Community$:** Moving the location of parent-teacher conferences from the school site into the community is an inexpensive way to build spaces that are comfortable for families. Possible locations could include a library, an apartment meeting room, a community center, or a church multi-purpose room. These locations often can be secured for little or no cost.

Bulletin Board$$:** Some schools maintain a family-oriented bulletin board in a space frequented by parents. This is a great space for photos of kids learning, photos of families learning with students, timely school-related information, and ideas for how parents can support school learning at home.

Toddler-Friendly Books/Toys$$:** Maintaining an area in the main office with toddler-friendly books and toys welcomes families with younger children. Having a toy to share with a young sibling sets parents at ease when they're visiting the school for important meetings related to an older child. It's a small investment that shows the school wants to understand the family life that exists outside the school.

Staff Walking/Bus Tour of Community$$:** Scheduling a faculty field trip with stops at key locations in the school community helps build teacher's understanding of student and family life outside the school. These events also help community members connect with teachers and staff in a non-school setting. Chartering a bus is an investment, but can widen the scope of the tour, and can help a large group of people get to multiple stops more quickly. Inviting a veteran teacher and a key community member to act as "tour guide," insures the tour will include information that will be of genuine use to teachers.

Parent-Teacher Home Visits$$$:** DCPS partners with the Flamboyan Foundation to work with select schools to train teachers to facilitate relationship-building parent-teacher home visits. Schools enter the partnership through a competitive application process, and there is some financial investment required on the part of the school. If you are interested in learning more, contact DCPS Office of Family & Public Engagement.

Classroom Showcase*$: Students work collaboratively with their teachers to develop and facilitate activities that teach families to support student learning at home. There are examples of this on the educator portal.

Regular Grade-Specific Newsletter*$: Newsletters that provides families with activities they can do at home to support current areas of focus is a low-cost strategy that can be easily published with existing school resources.

Parent and Student Incentives for Improved Achievement*$$: Some schools periodically recognize parents of students who have made significant academic improvement. Ideas include an exclusive lunch event where families are recognized for their hard work in supporting achievement. Students also can be recognized for achievement.

Weekly Data Folders$:** Sending a weekly snapshot of student progress in a key academic area can be a powerful way to open the home/school dialogue about learning. A successful initiative requires materials, clear expectations from the principal and ongoing teacher training and support.

Classroom Data Meetings$:** Bringing families together to talk about high-level trends in classroom and school achievement orients families to what teachers are working on with students. There is a cost of time to teachers associated with preparing for meetings.

Academic Parent Teacher Team (APTT) Classroom Data Meetings*$$$:** DCPS partners with the Flamboyan Foundation to work with select schools to train teachers to facilitate data-driven, whole-class family meetings. Schools enter the partnership through a competitive application process, and there is some financial investment required on the part of the school. If you are interested in learning more, contact DCPS Office of Family & Public Engagement.

Daily Home/School Notebook$:** This is a low-cost strategy that is particularly effective in building the home/school learning dialogue in pre-K through Grades 2, but could be adapted for older students. The school provides a small notebook for each student to carry between school and home. Each evening, the family records the titles of the books they have read together, plus simple notes about the experience. In return, each day the teacher records a comment about an area of academic focus or a developmental comment specific to the child.

YouTube Videos$$:** Filming examples of great teachers facilitating activities with students that support key skills gives families a visual understanding of how they can work with their child at home. This strategy can be particularly powerful in connecting with low literacy or where English is a new language. An associated cost could include portable video equipment and teacher stipends for designing and facilitating sample lessons outside school hours.

College Tours$$$:** In this high impact/high cost strategy, secondary school students make a guided visit to a college campus with parents and teachers. These visits serve multiple purposes: Students experience a college campus in action; students and their families share an experience that can spark a discussion about college; teachers can better understand how to help families approach the path to college; and families can better understand the path to college.

Glossary of Terms

Comprehensive Staffing Model (CSM): This is the staffing model that DCPS uses to allocate required faculty and staff for every school.

Excess: An excess is an elimination of a Teacher's position at a particular school due to a decline in student enrollment, a reduction in the local school budget, a closing or consolidation, a restructuring, or a change in the local school program, when such an elimination is not a "reduction in force" (RIF) or "abolishment." This term only applies to WTU positions.

Flexible Staffing: These are positions that the local school community (principals, LSAT, School Personnel Committee) determines with the school principal making the final staffing decisions.

Local School Advisory Team (LSAT) is a group of elected and appointed members that shall exist in every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member and, in some cases, students. The LSAT advises the principal on matters that promote high expectations and high achievement for all students. The LSAT was previously called the Local School Restructuring Teams (LSRT); LSRTs were established by the superintendent of DC Public Schools in collaboration with the Washington Teachers' Union in 1992. These teams were established, as the initial guidelines stipulated, "… to serve in an advisory capacity to the principal for the purpose of improving student outcomes." The continuing achievement of DCPS students is the goal of all LSATs.

Per-Pupil Funding Minimum (PPFM): This is a funding allocation that ensures that all schools will receive the minimum amount of funding per pupil. In this case, the PPFM for SY13-14 DCPS is $8,739.

Petition: A school may petition to change any requirements of the Required Staffing. A successful petition demonstrates that despite the elimination of, or changes to, the position, or funding, all students in the school will still receive the services and benefits intended by that position, or funding. Only middle schools, high schools and alternative schools can petition in FY14.

Required Staffing: These are positions identified as being required to operate a school. They are "locked in" on the budget worksheets and would require a petition for a school to deviate from the pre-set staffing.

School Personnel Committee: Each school will have a School Personnel Committee that will interview and recommend all candidates for any vacant positions at the school. The committee will include the administrator or his/her designee; the WTU Building Representative or his/her designee; the department head or grade-level chairperson (or his/her designee) from the department or grade level affected by the vacancy, or a member of the appropriate non-teacher employee group (e.g., custodians, paraprofessionals); at least one additional teacher, but not more than four (4), elected by the WTU chapter at the school; and a parent of a current student mutually selected by the WTU Building Representative and the supervisor.