

# School Budget Development Guide

Fiscal Year 2018 (FY18)  
School Year 2017 - 2018

**Updated: February 2017**

*This Guide contains DCPS staffing guidelines. Where the law permits, a school may be allowed to deviate from the guidelines set forth herein upon approval by their Instructional Superintendent and/or appropriate Central Office team.*



**DISTRICT OF COLUMBIA**  
**PUBLIC SCHOOLS**

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# 1. LETTER FROM THE CHANCELLOR

## Dear District of Columbia Public Schools Community:

Since being named Chancellor of DC Public Schools, I have visited schools in every ward in the District of Columbia and met with students, teachers, principals, and community members. I am impressed with what I have seen—from students engaged in learning and extracurricular activities, to high-quality teaching and leadership. I’ve also heard your passion for our students and commitment to their growth and success.

This will be the 8th consecutive year of increased funding for our schools, with an additional \$25 million allocated in school budgets. Our investments over the last several years include:

- \$17.5 million in additional music, art, world language, physical education, and other courses in elementary schools;
- \$12.7 million in more core curriculum offerings, elective courses, field trips and enrichment opportunities, and social and emotional services in middle schools;
- \$14.5 million in expanding AP courses, extracurriculars, athletics, and career academies in high-wage, high-growth fields such as engineering, hospitality, and technology; and
- \$14.6 in extending the school year at 11 schools, new programming to support Males of Color, and supporting over-age, undercredited students.

The FY18 budget will maintain these earlier investments and cover rising costs so that schools can continue to serve students at a level that is comparable to previous years.

As you review your school’s budget, you may see changes from last year. The vast majority of the changes are due to enrollment shifts. Because budgets are a direct product of student enrollment, when enrollment increases or decreases at a specific school, the budget will follow. If you have questions about your specific budget, please reach out to the school funding team and your Instructional Superintendent.

DCPS will continue to be a place where we prepare ALL students for college, career, and beyond, and we are committed to putting resources where they are needed most to reach that goal. We are ready to support your school communities in building a budget that serves your school and students, and I am excited to join you as we plan for the great work ahead.

Respectfully,

Antwan Wilson  
Chancellor, DC Public Schools



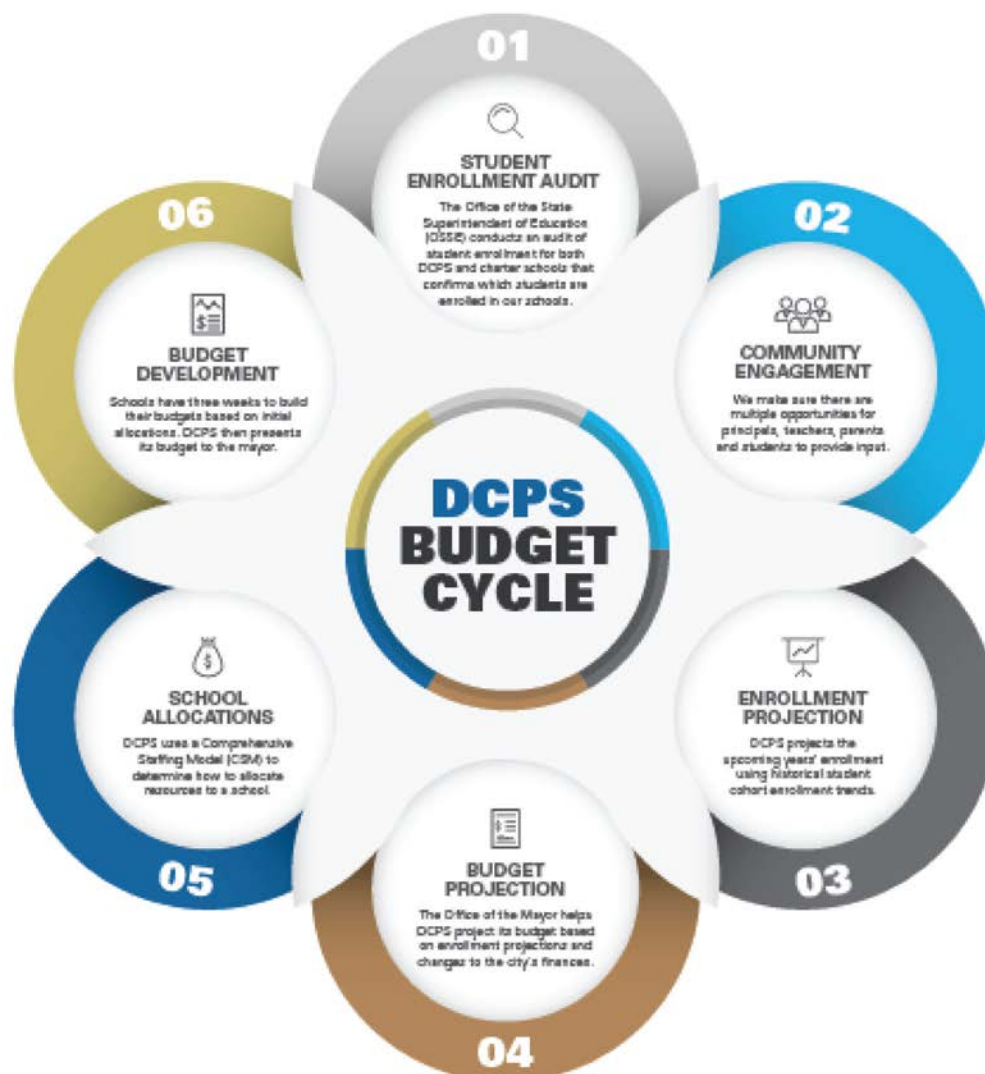


## 2. THE BUDGET PROCESS

### 2.1 What does the DCPS Budget Cycle Look like?

The Office of the State Superintendent of Education (OSSE) audits student enrollment at DC Public Schools and Public Charter Schools. The audit informs the next step in developing school budgets, which is to project student enrollment.

Here are the steps to how the budget cycle works:



DCPS divides funds between Central Office, School Support, and Schools. For example, in Fiscal Year 2015 (FY15) for every dollar DCPS was funded, **95 cents** went directly to support schools:



#### Central

District governance and management of support services (e.g. Human Resources, Office of Chief Financial Officer)



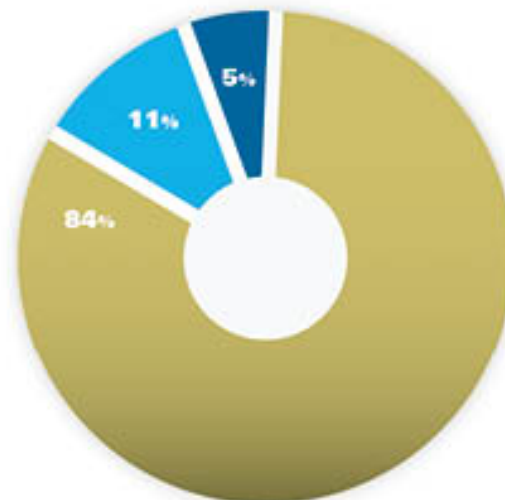
#### School Support

All staff, services, and materials that are budgeted centrally but directly support schools (e.g. Itinerant ELL teachers, Instructional Superintendents)



#### School

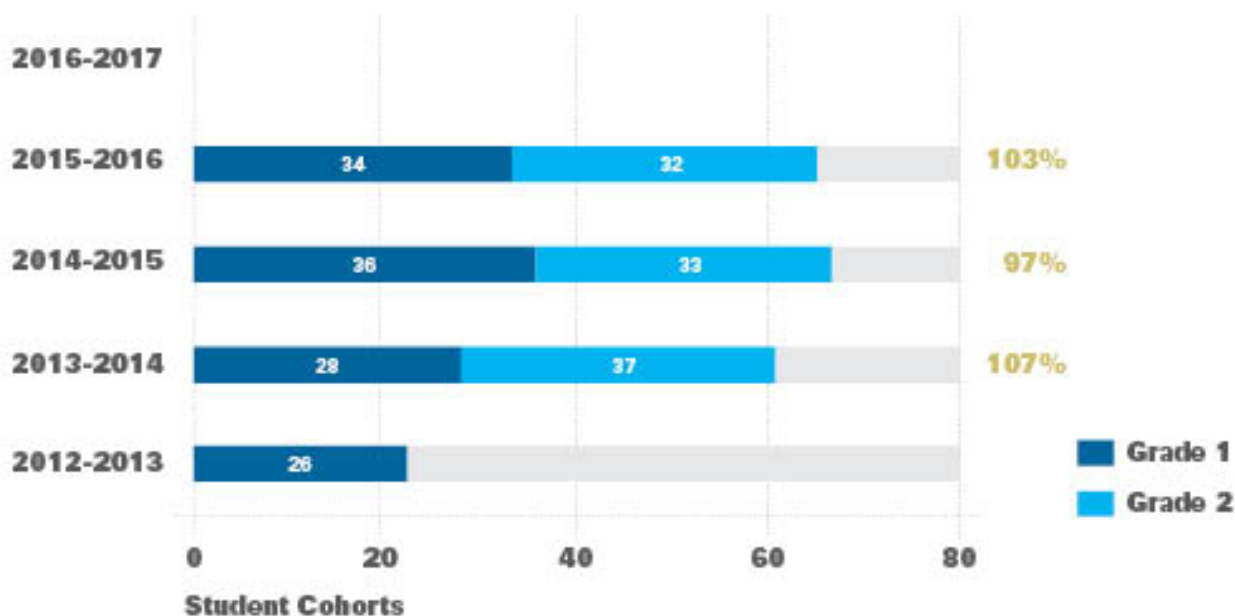
All staff, services, and materials directly in a school's budget



PERCENTAGE OF TOTAL BUDGET  
ALLOCATED TO EACH CATEGORY

## Enrollment Projection Methodology

We project enrollment for the following school year using historical student cohort enrollments and cohort survival ratios. We use this methodology for school-wide enrollment, special education and English language learner enrollment. For all grades but 6<sup>th</sup> and 9<sup>th</sup>, we take the following approach: **1. Cohorts**, **2. Survival**, and **3. Rounding**.



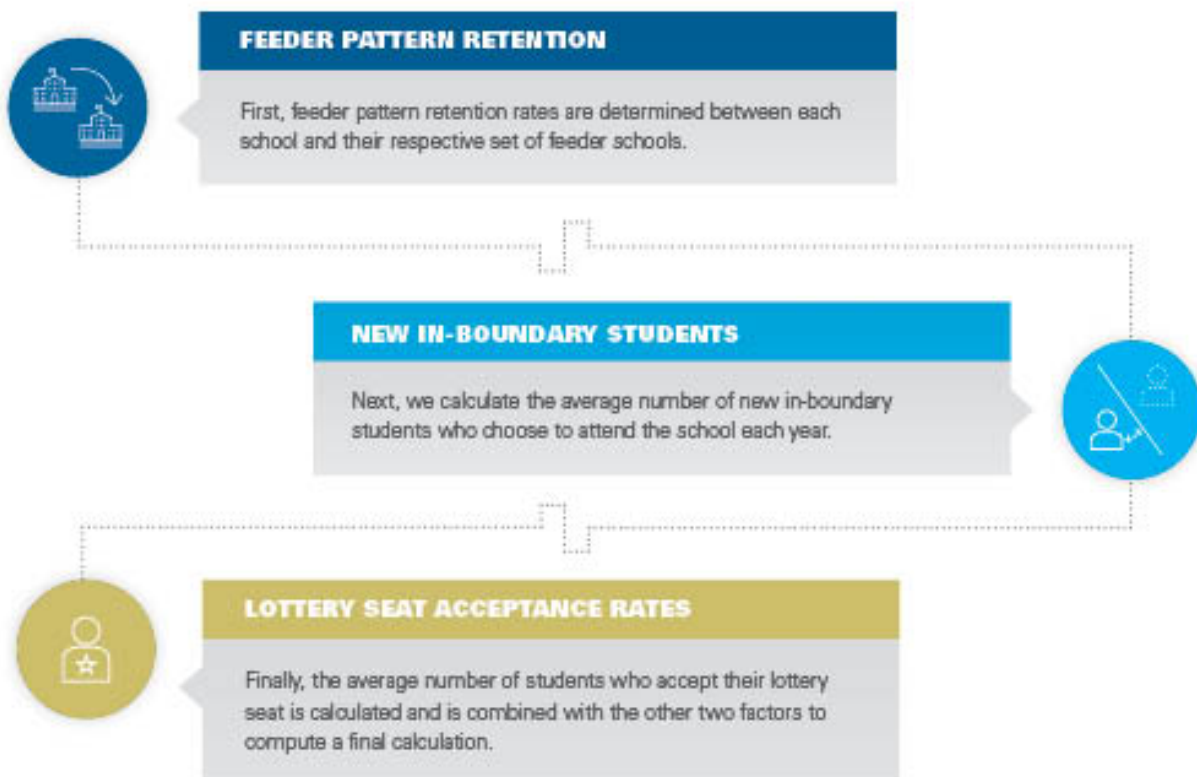
The 'survival ratios' are then averaged together to account for fluctuations in each year, and multiplied against the rising grade level:

$$\begin{array}{ccccc} \mathbf{102\%} & \mathbf{x} & \mathbf{32} & \mathbf{=} & \mathbf{32.64 \text{ STUDENTS}} \\ \text{avg. survival} & & \text{1st grade} & & \text{Result} \\ \text{ratio} & & \text{enrollment} & & \\ & & \text{SY 15-16} & & \end{array}$$

Our final result for this second grade class is an odd number: 32.64. With fractions, rounding up or down is determined by looking to the most immediate years of enrollment. In the previous two school years, this school has both lost and gained one student, resulting in little change. In this case we would round down to ensure a conservative projection for the future.

In 6<sup>th</sup> and 9<sup>th</sup> grades, the process analyzes three different factors to determine projections and account for choice within the district.

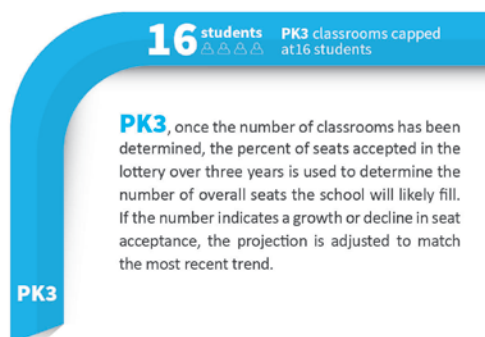
These three factors are:






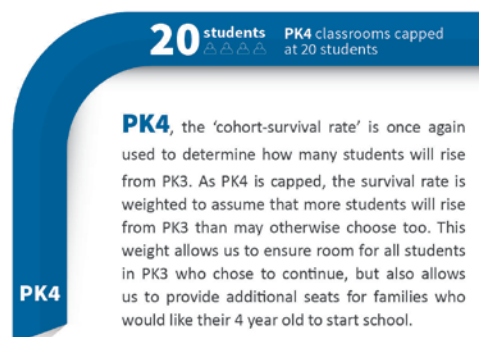
## Early Childhood Projections


Early Childhood (ECE) projections are determined differently due to federal seat caps for each classroom type. Since a school cannot accept additional students beyond their classroom cap, calculating early childhood enrollment is closely dependent on class configuration.



**16** students  **PK3 classrooms capped at 16 students**

**PK3**, once the number of classrooms has been determined, the percent of seats accepted in the lottery over three years is used to determine the number of overall seats the school will likely fill. If the number indicates a growth or decline in seat acceptance, the projection is adjusted to match the most recent trend.



**20** students  **PK4 classrooms capped at 20 students**

**PK4**, the 'cohort-survival rate' is once again used to determine how many students will rise from PK3. As PK4 is capped, the survival rate is weighted to assume that more students will rise from PK3 than may otherwise choose too. This weight allows us to ensure room for all students in PK3 who chose to continue, but also allows us to provide additional seats for families who would like their 4 year old to start school.

## Enrollment Projection Review

Once the projection has been determined for each school for K-12, ECE, SPED, and ELL, a school's enrollment projection is shared with both the principal and their respective superintendent. Principals have one week to review and discuss their projection, providing feedback on whether their projection is too high or low. These comments are reviewed and discussed with principals, and final projection numbers are agreed too.

## 2.2 How are Funds Allocated to Schools?

It is challenging to ensure the needs of individual schools are met within the DCPS budget development process. No two schools serve the exact same population. Even if the schools have the same number of students, a variety of factors affect the allocation from which a school can build its budget. DCPS uses a model to allocate positions and funds called the Comprehensive Staffing Model (CSM). It accounts for the following when calculating initial school budget allocations each year:

- Projected student enrollment;
- Special education student population;
- English Language Learner (ELL) student population;
- Free and Reduced-Price Meals (FARM) eligible students;
- School configuration (Elementary School, K-8 or 6-12 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

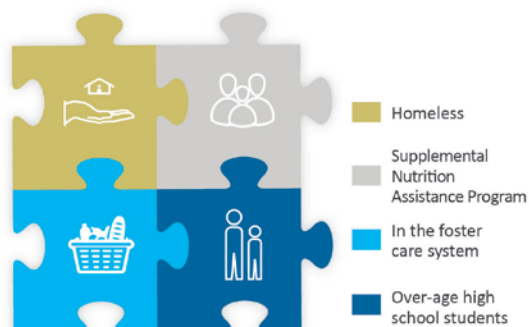
## 2.3 Calculating At-Risk

In 2014, the USPFF was examined and adjusted to provide a specific allocation for students designated “at-risk”. The new category defines at-risk students in a way that ensures schools will be able to add services for vulnerable students.

OSSE ultimately determines the number of at-risk students at a particular school. DCPS then uses these percentages to allocate additional staff and resources to address the needs of at-risk students.

**Making the switch to a proportional allocation based on the number of at-risk students was a big but important change.**

**The new definition includes students who are:**



## 2.4 Budget Resources

**DCPS Interactive Data Center ([www.dcpsdatacenter.com](http://www.dcpsdatacenter.com)):** To better help principals and parents understand how student enrollment and school funding interact, the School Funding Team continues to update a series of interactive dashboards. These dashboards provide a range of tools from a broad overview of current and historical budget allocation data to an analysis of how one school budgets as compared to all other schools like it. Dashboards will be created to reflect FY18 budgets.

**DCPS School Budget Guide Website ([www.dcpsschoolbudgetguide.com](http://www.dcpsschoolbudgetguide.com)):** DCPS has transitioned the annual School Budget Development Guide to a website with the hope to make information more accessible. This is where you can find the downloadable PDF.

## 2.5 Guidance and Requirements for LSAT and Personnel Committee Budget Collaboration

The principal is ultimately responsible for making decisions regarding the school’s budget, staffing and academic planning. All schools, however, should involve the Local School Advisory Team (LSAT) in developing the budget to bring community insight into the process.

As budgets are developed, principals should share the school’s quantitative and qualitative performance goals (e.g., testing scores and benchmarks met in the comprehensive school plan), and ask the LSAT to consider issues that impact the budget, such as methods to leverage family engagement and costs and benefits of certain programs or activities, etc.

Before the school’s budget is submitted to Central Office, the principal should share the final budget with the LSAT. The LSAT does not have to agree with the budget, but they do need to be informed. Additionally, the WTU contract stipulates that when DCPS determines an excess is necessary, the LSAT shall recommend area(s) of certification to be affected (4.5.2.2). The Personnel Committee (PC) shall make a recommendation to the supervisor about the teacher(s) to excess. Those teachers may provide evidence to the Personnel Committee (PC) to defend their position (4.5.2.3). The Supervisor shall

consider the recommendations of the Personnel Committee (PC) and shall retain the right to make the final excessing decision (4.5.2.4).

Regarding excessing, when the Supervisor's final decision differs from the LSAT or Personnel Committee's recommendations, the supervisor will be asked to prepare a written justification for the decision (4.5.2.9). That document can be downloaded from the DCPS School Budget Guide website ([www.dcpsschoolbudgetguide.com/lstat.html](http://www.dcpsschoolbudgetguide.com/lstat.html)) and should be submitted to the appropriate strategic staffing representative.

LSAT chairpersons must sign-off on their school's budget in the QuickBase budget application by March 10, 2017. By signing off in QuickBase, the LSAT chairperson is asserting whether the LSAT was briefed and consulted about the school's budget, and whether they agree. Sign-off does not mean he/she agrees with the submission.

After a school's budget has been approved by the Central Office, the school's principal is expected to present the finalized budget to the school community in conjunction with the Mayor's formal submission to Council.

## 3. THE BUDGET PROCESS — Guidance for all Schools

### 3.1 Guidance for all Schools

#### 3.1.1 Administrative Premium

##### Purpose

Administrative premium pay is a negotiated compensation for Washington Teachers' Union (WTU) members only. 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 DCPS is eligible for administrative premium pay. The amount of the administrative premium pay is currently \$34/hour, as set forth in article 36.8.2 of the collective bargaining agreement with that union.

In accordance with the WTU collective bargaining agreement, Teachers working in second jobs as part of the following programs 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:

- Exceeding 15-student IEP Case Manager limit (see WTU contract at 24.5.5); and
- Other eligible activities approved by the Supervisor or DCPS.

##### Allocation Guidance/Requirements

In FY18, schools will be allocated \$87 per student to cover Admin Premium and Custodial Overtime. Spend will be closely monitored to ensure schools remain within their allocated budget. Principals will receive regular reports to ensure that they are using Admin Premium funds appropriately and that they remain aware of their monthly burn rate. Schools should allocate enough to cover all planned activities or programs that fall into the categories above.

#### 3.1.2 Afterschool Scheduling Guidance

##### Purpose

The afterschool programs support the strategic goals of DCPS by providing affordable, safe, structured, and engaging academic, wellness, and enrichment programs open to all children in PK through 8<sup>th</sup> grades to develop the whole child. This unique opportunity beyond the school day is provided by DCPS staff and community partners.

## Allocation Guidance

Title I elementary schools and education campuses that are part of the TANF Out-of-School Time Grant receive afterschool allocations from the Out of School Time Programs (OSTP) team. OSTP uses SY16-17 student enrollment, average daily attendance, and the afterschool staffing model to determine each school's afterschool allocation.

- **Staffing:** The staffing model is based on a ratio of 15 students: 1 teacher: 1 aide for all grades. No class should exceed 15 students, and the overall number of students served must meet the OSTP staffing model.
- **Hours:** Afterschool programs meet Monday through Friday from the end of the school day through 6:00 pm.
- **Calendar:** Schools' afterschool program start dates may vary (August 8<sup>th</sup>, August 14<sup>th</sup>, or August 21<sup>st</sup>, 2017 for extended year schools and August 21<sup>st</sup>, August 28<sup>th</sup>, or September 5<sup>th</sup>, 2017 for traditional year schools). All schools' afterschool program end dates are the last full day of school. Schools' afterschool program start dates are communicated to parents/guardians during afterschool registration, but schools should also communicate the start date to parents/guardians in multiple ways to ensure clear communication. Afterschool programs are not held on half days or intersession days.
- **Grade levels:** Afterschool programs must be offered to all grade levels present at the school.
- **Program:** The afterschool program must contain both an academic and an enrichment portion.
  - Academic Power Hour (APH): Use student progress data to inform instruction.
  - Enrichment: Focused on, but not limited to, project-based learning, science education, field trips, arts, athletics, and community service.
  - OSTP encourages principals to leverage partnerships with DCPS-vetted community-based organizations (CBOs) to help provide high-quality academic and/or enrichment programming. More information can be found on the vetted organizations in the database at <http://bit.ly/SchoolPartnerData>. If you do not have access, email [dcps.partnerships@dc.gov](mailto:dcps.partnerships@dc.gov) to request permission.
- **Co-payment:** All schools with OSTP afterschool programs must implement the OSTP co-payment policy. Co-payment funds contribute to the sustainability of OSTP afterschool allocations. In SY17-18, all students who do not receive TANF or Medicaid are subject to \$82.50 monthly co-payment.
- **Supplemental programming:** A principal may choose to supplement the OSTP afterschool allocation with other flexible funds in order to expand or enrich the program. For example, a principal may choose to hire additional staff, extend teachers' tours of duty, purchase additional resources, or hire their own full-time, school-based afterschool coordinator. If a principal is interested in using flexible funds to partner with an afterschool provider or community-based organization, please contact Thomasin Franken ([thomasin.franken@dc.gov](mailto:thomasin.franken@dc.gov)) in the Office of Family and Public Engagement.

**Note on Afterschool Partners:** OSTP encourages schools to develop and leverage partnerships with community partners to enrich the afterschool program. Partners may be able to provide weekly specialized enrichment opportunities, such as dance classes or robotics, as a community service or through their own funding; however, OSTP **cannot** fund these partnership due to limitations on the funding. The OSTP afterschool allocation **cannot** be reprogrammed to contractual services for an afterschool provider.

The following schools receive OSTP afterschool allocations in FY18 (SY17-18):

Schools with OSTP Afterschool Programs in SY17-18		
Aiton ES	Ketcham ES	River Terrace EC
Amidon-Bowen ES	Kimball ES	Savoy ES
Bancroft ES	King ES	Seaton ES
Barnard ES	Langdon ES	Smothers ES
Beers ES	Langley ES	Stanton ES
Brightwood EC	LaSalle-Backus EC	SWW @ Francis-Stevens
Browne EC	Leckie ES	Takoma EC
Bunker Hill ES	Ludlow-Taylor ES	Thomas ES
Burroughs ES	Marie Reed ES	Thomson ES
Burrville ES	Miner ES	Truesdell EC
Cleveland ES	Moten ES	Tubman ES
Drew ES	Noyes ES	Turner ES
Garfield ES	Patterson ES	Tyler ES
Garrison ES	Payne ES	Walker-Jones EC
H.D. Cooke ES	Plummer ES	Watkins ES
Hendley ES	Powell ES	West EC
Houston ES	Randle Highlands ES	Wheatley EC
J.O. Wilson ES	Raymond EC	Whittier EC

### *Staffing (Personnel Services)*

Staffing plans must account for the entire personnel allocation and serve, at minimum, the number of students identified by OSTP. The personnel allocation **cannot** be reprogrammed to non-personnel services.

- Schools must budget for an afterschool administrative aide or full-time, school-based afterschool coordinator to manage the day-to-day afterschool operations in coordination with the school's principal and OSTP.
  - Funding for an afterschool administrative aide is included in all participating schools' budgets.
  - Principals may choose to combine the afterschool administrative aide funds with school flexible funds to budget for a full-time, school-based afterschool coordinator. These coordinators adhere to the same OSTP policies and procedures that apply to OSTP Analysts, including attending training, fulfilling TANF Out-of-School Time Grant requirements (e.g., monitoring program quality, tracking student attendance), and implementing co-payment policies and procedures.
- Staff Tour of Duty and Pay:
  - Administrative aides are paid \$15/hour and work three hours per day.
  - Teachers are paid \$34/hour and work one hour per day.
  - Instructional/classroom aides are paid \$15/hour and work two and one half hours per day.
  - The cost of each position accounts for a full traditional school year or extended school year of afterschool programming.
  - OSTP will regularly monitor afterschool personnel expenditures to prevent over-spending.
- Principals must work directly with OSTP Analysts or afterschool coordinators and the Office of Talent and Culture in managing the hiring process for afterschool administrative aides, teachers, and instructional/classroom aides.

- Preference should be given to current DCPS employees. However, if there are not sufficient DCPS employees who are interested in working in afterschool programs, principals should work with the Office of Talent and Culture to hire non-DCPS employees.
- Schools must be fully staffed for the first day of afterschool programming.
- At least one afterschool staff member must have taken Administration of Medication (AOM) training and be present from the end of the school day to 6:00 pm daily.

#### *Goods & Services (Non-Personnel Services)*

- Schools with OSTP afterschool programs receive some supplies and materials to support afterschool programming using co-payment funds that are centrally budgeted.
- The agency-wide agreement, managed by the Chief Operating Officer, will pay for security at schools with OSTP afterschool programs until 6:00 pm each day. The funding for this contract will not appear in afterschool allocations or school budgets.

#### Exceptions/Restrictions

- Afterschool personnel allocations must be exclusively used for staffing afterschool programs.
  - The personnel allocations **cannot** be reprogrammed to non-personnel services.
  - The personnel allocations **cannot** be used to fund non-afterschool positions.

#### Point of Contact

- Lisa Taylor, Director, Extended Services, Office of the Chief of Schools, [lisa.taylor@dc.gov](mailto:lisa.taylor@dc.gov)
- Vonia Bowie, Manager, Out of School Time Programs, Office of the Chief of Schools, [vonia.bowie@dc.gov](mailto:vonia.bowie@dc.gov)

#### Helpful Resources

- [dcps.dc.gov/afterschool](http://dcps.dc.gov/afterschool)

### 3.1.3 ANET

In SY 17-18, all schools will be provided with ANET interim assessments in ELA. Any school wishing to purchase ANet coaching – including current partnership schools -- must reach out to Chief of Teaching and Learning, Brian Pick ([brian.pick@dc.gov](mailto:brian.pick@dc.gov)), to discuss their plans.

Professional Development Support	Cost
<b>Interim assessments with implementation support</b> <ul style="list-style-type: none"> <li>• Online interim assessments and data reporting (with logistics support)</li> <li>• MyANet Instructional planning tools (e.g. standards guides, lesson examples, vertical progressions, misconception guides, etc.)</li> </ul>	No cost to schools
<b>Coaching around the Teaching and Learning Cycle</b> <ul style="list-style-type: none"> <li>• School-based leadership coaching (targeted every other week support for schools based on instructional priorities and needs)</li> <li>• On-site training and support for ALTs and teachers</li> <li>• Group professional development sessions</li> <li>• Access to best practices and artifacts from national network of ANet schools</li> <li>• Access to 2<sup>nd</sup> grade interims and tools</li> <li>• Access to ANet-authored high school tasks for ELA and Math</li> </ul>	Returning and New School Partners: \$18,000

## Points of Contact

- Corinne Colgan, [Corinne.colgan@dc.gov](mailto:Corinne.colgan@dc.gov)

### 3.1.4 Assistant Principals

#### Purpose

For the 2017-2018 school year, Assistant Principals (AP) will have a content focus. The following roles will be available for schools:

- Assistant Principal – English Language Arts (ELA)
- Assistant Principal – Math
- Assistant Principal – Social Studies
- Assistant Principal – Science
- Assistant Principal – General

Please refer to the LEAP Team Design Guide, distributed by the Office of Instructional Practice (OIP), for additional details about the Assistant Principal role.

#### Allocation Guidance/Requirements

- Hours: APs are full-time, 12-month employees of their school.
- Calendar: APs will keep the calendar as dictated by their schools' guidelines.

#### Staffing (Personnel Services)

- The Office of Instructional Practice will provide all APs with professional development during a Summer Intensive and throughout the school year.
- All APs serving in ELA, Math, Social Studies, or Science roles must pass through a content screen by spring 2017 in order to determine their eligibility for the role, unless they have previously served in the role and passed the applicable content screen.

#### Exceptions/Restrictions

- All schools will be able to budget this position for FY18.

## Points of Contact

- Office of Instructional Practice, [LEAP@dc.gov](mailto:LEAP@dc.gov).

#### Helpful Resources

Please refer to the SY17-18 LEAP Team Design Guide, distributed by the Office of Instructional Practice, for additional details about the Assistant Principal role.

### 3.1.5 Assistant Principal of Intervention

#### Purpose

The Assistant Principal of Intervention (API) supports individual school implementation of the Response to Intervention (RTI) framework. Either as the RTI Coordinator or in partnership with the RTI Coordinator, the API oversees the coordination of school staff responsible for: identifying students needing interventions; crafting intervention plans; and progress monitoring the provision of



interventions. With guidance from the Office of the Chief of Schools' Youth Engagement Division, the API will work to ensure that all school RTI supports and services are leveraged to effectively address the social, emotional and academic needs of all students.

### Allocation Guidance: *Staffing (Personnel Services)*

The API allocation will be continued from FY17. The following schools will each have an API whose duties are aligned with responsibilities listed below during SY17-18:

- Cardozo EC
- Eliot-Hine MS
- Hart MS
- Jefferson MS
- Johnson MS
- Kelly Miller MS
- Kramer MS
- Sousa MS
- Stuart-Hobson MS

The responsibilities of the API will include:

- Leading for Increased Effectiveness of RTI Implementation:
  - Focus on identifying evidence-based interventions and resources to achieve student goals and school goals
- Supporting RTI Processes:
  - Create a positive, student-centered environment that believes in the possibility, promise and potential in every student (no excuses for why children cannot achieve)
  - Implement strong proactive approaches to encouraging positive student behavior, i.e., identify school core values, reinforce expectations with school staff and students, create systems of rewards and consequences
  - Monitor the delivery of universal, targeted, and individual student supports/interventions (academic, attendance, and behavior)
  - Assist RTI Team in effective and consistent progress monitoring of students receiving RTI supports/interventions
  - Assist RTI Coordinator with collecting, analyzing and reporting on trends in academic, attendance and behavior data
- Leading Operations:
  - Align human resources to school needs, set high expectations and effectively manage all or a subset of school employees to meet Response to Intervention goals.

### Exceptions/Restrictions

- Funds should be exclusively used for staffing Assistant Principal of Intervention positions.
- Funds are not flexible and cannot be reduced or moved.

### Point of Contact

- Jo-Anne Henry, Director, Policy and Student Support, Office of the Chief of Schools, [Jo-Anne.Henry2@dc.gov](mailto:Jo-Anne.Henry2@dc.gov)

### 3.1.6 At-Risk Technology Investment

#### Purpose

To successfully compete in a global workforce all students must be able to be comfortable with and capable of using basic technology. Technology in schools must also support instructional goals and support online assessments. In order to ensure all DCPS students have an equitable distribution of, and access to technology, DCPS is allocating additional funds for technology to schools with at least 25% students identified as at-risk for academic failure.

#### Allocation Guidance/Requirements

Each school's at-risk technology investment amount will be loaded in a placeholder line called At-risk Technology and must be petitioned to be moved to the desired object codes. See section 5.4 for a complete list of non-personnel services (NPS) object codes and descriptions.

Program	Per Pupil Spending
Elementary School (ES)	\$20.00
Middle Schools (MS)	\$20.00
High Schools (HS)	\$20.00
Schools with 75% or more at-risk students	Additional \$20.00

#### Goods & Services (Non-Personnel Services)

Each school's at-risk technology funds may be used to purchase the following:

- **Student computers** – The IT team recommends that each school maintain a minimum ratio of 1 device for every 3 students in its online testing cohort. These devices should be replaced every 4 years at a minimum. Only approved student devices are appropriate for purchase using DCPS funds and eligible for centralized support and management in accordance with security and compliance standards. Information on approved student devices can be found at: <http://bit.ly/dcpspcprice>.
- **Administrative/Teacher computers** – IT strongly recommends replacement of administrative and teacher computers every three to four years to support instruction. Only approved devices are able to be procured. Approved devices and instruction on how to purchase can be found at <http://bit.ly/dcpspcprice>.
- **Interactive Whiteboards** – Interactive whiteboards, often called Smart or Promethean boards, are also suitable for at-risk fund usage. Every interactive whiteboard purchase must include installation, warranty, and training and these essentials should be considered during budget development – not the base cost of the device alone.
- **Network projectors** – Ceiling or wall mounted Hitachi Network projectors are the suggested product if using at-risk funding to purchase projectors. These projectors allow teachers or students to wirelessly display content from his or her computer. Installation, warranty, network adaptors, and training must be purchased with any interactive board and should be considered during budget development – not the base cost of the device alone.
- **Supplies to support technology** – At-risk funds can be used to purchase supplies to support technology. These items could include laptop power cords, laptop batteries, and bulbs for interactive boards. This funding should not be used to purchase batteries and small accessories that can be purchased with office supply funds.

### Exceptions/Restrictions

- These funds are not flexible. Each school's full at-risk technology allocation must only be used to purchase the technology goods and services listed.

### Point of Contact

- Daren Collins, Director, Technology Support and Client Services, [Daren.Collins@dc.gov](mailto:Daren.Collins@dc.gov)

### Helpful Resources

- Standard Technology Operating, Self-Help, Purchasing, Policies & Procedures can be found on the DCPS Portal: <https://dcps.instructure.com/courses/2025/pages/operations-technology-resources> OR <http://bit.ly/dcpsprtltech>

## 3.1.7 Attendance Counselor

### Purpose

The Attendance Counselor provides school-based support to improve student attendance. The objective of this position is to monitor and support the local schools' implementation of the Attendance Plan, Guidelines and Procedures for Truancy Court Referrals, as well as to implement the Truancy Prevention Program.

### Allocation Guidance: *Staffing (Personnel Services)*

The Attendance Counselor will report to the principal. The principal will determine staffing plan:

- Tour of Duty: Monday – Friday 8:45 am to the end of the school day
- Calendar: 12-month employee

Several schools are specifically allocated an attendance counselor. Given the ongoing focus on In-Seat Attendance (ISA) and chronic absenteeism, all 40/40 and Cluster X schools are encouraged to have a designated attendance counselor. Schools should staff based on the attendance needs within their buildings. All schools are strongly encouraged to budget attendance counselors, however, the final decision is within the principal's discretion.

### Point of Contact

- Andrea E. Allen, Director, Attendance and Support Services, Office of the Chief of Schools, [Andrea.Allen@dc.gov](mailto:Andrea.Allen@dc.gov)

## 3.1.8 Blended Learning Curriculum

### Allocation Guidance/Requirements

The programs below have been vetted and approved by the Office of Teaching and Learning and are aligned with DCPS curriculum. Positive results in increasing student achievement can be identified when they are implemented with fidelity. Please budget sufficient funds for the programs you wish to implement. **PLEASE put FUNDS in Category 418 (Electronic Learning)**. If funds are put elsewhere, reprogramming will prevent program use until mid-year. Computer supplies (headsets) can be in CSG 20; computers in CSG 70, large equipment (schools are responsible for their own computers).

### Mathematics

Program	Budget	CS G	Agency Object	Grade	Results/Efficacy	Usage Requirements
<i>Instructional Software</i>						
i-Ready Math Instruction	\$24/ student (site licenses also available based on enrollment)	40	418 Electronic Learning	K-8		<ul style="list-style-type: none"> <li>45 min/week</li> </ul>
ST Math	\$3,000-\$3,750 renewal per year	40	418 Electronic Learning	K-8	19% avg growth on DC CAS compared to 5% growth non-STM schools	<ul style="list-style-type: none"> <li>Must complete at least 50% of syllabus by PARCC</li> <li>90 min/week avg</li> </ul>
<i>Fluency Only</i>						
First in Math (FIM)	\$7/ student	40	418 Electronic Learning	K-12		<ul style="list-style-type: none"> <li>50 min/week</li> </ul>
Reflex	\$3,295/ site	40	418 Electronic Learning	K-12		<ul style="list-style-type: none"> <li>25 min/week</li> </ul>

### ELA and Humanities

Program	Budget	CS G	Agency Object	Target	Results/Efficacy	Usage Requirements
<i>Instructional Software</i>						
i-Ready Reading Instruction	\$24/ student (site licenses also available based on enrollment)	40	418 Electronic Learning	K-8		<ul style="list-style-type: none"> <li>45 min/week</li> </ul>
Lexia Core5 (K-5) or Strategies (MS)	\$27/ individual license <b>OR</b> \$9,900 unlimited site license	40	418 Electronic Learning	K-8	Strong Lexia users were more likely to improve on DIBELS than both medium or weak Lexia users and non-participants across the District.	<ul style="list-style-type: none"> <li>20-80 min/week usage based on student's prescribed pathway</li> <li>Must meet this target for at least 20 weeks in the year</li> <li>OTL pays for Implementation Support</li> </ul>
Newsela	ES: \$3,600 MS/HS: \$5,300	40	418 Electronic Learning	3-12		<ul style="list-style-type: none"> <li>2 quizzes/week for at least 3 months</li> </ul>

## Point of Contact

Michelle Foster, Specialist, Educational Technology & Library Programs, [Michelle.Foster@dc.gov](mailto:Michelle.Foster@dc.gov)

### 3.1.9 Comprehensive School Planning Process

The Comprehensive School Plan (CSP) is evolving from a compliance document to an authentic compilation of district and school strategies. In that vein, planning this year will build on the analysis already required for budget and staffing decisions. The CSP process will align with existing DCPS timelines and priorities, in order to ensure that every stage of planning is a logical extension of key decisions made at each juncture. The CSP process for SY17-18 will consist of five steps outlined below:

- Step 1: Budget Planning & Development
- Step 2: MOY Data Review & Needs Assessment Draft
- Step 3: CSP Draft
- Step 4: EOY Data Review & Finalize Needs Assessment and CSP
- Step 5: SY17-18 Goal Setting & Signature Page

Step 1 is aligned to the School Budget Development process and is designed to prepare schools to complete the required budget narratives for each budget category thoughtfully and strategically. Schools will be supported by School Turnaround and Performance Division Specialists in the Office of the Chief of Schools and relevant offices throughout the process. Please reach out to Sarah Lee Panella ([sarah.lee@dc.gov](mailto:sarah.lee@dc.gov)) with any questions.

### 3.1.10 Custodial Guidance

#### Purpose / Mission:

In order to set the conditions for learning, we have high expectations for school cleanliness at DC Public Schools. The custodial team at each school is responsible for performing general maintenance, cleaning, and other miscellaneous custodial duties to ensure their buildings and facilities are safe and clean. The custodial team is charged with maintaining an environment that is conducive to student learning. However, in order to reach these goals, it is pertinent to allocate the necessary budget for custodial staff, overtime, supplies, and equipment.

#### Allocation Guidance:

The following sections outline how custodial staff and supply allocations were determined.

#### Staffing (Personnel Services):

**Custodial Staffing:** The custodial staffing allocated to each school is based upon several elements: student enrollment, size of common areas, and the square footage of the building(s). When developing your school budget, there are a few important considerations:

- Only RW-5 or SW custodians are allowed to open/close a school building.
- Every school is required to staff, at minimum, 3 custodians. Exceptions are only made for schools with student enrollments of fewer than 200 students.
- Every school is required to have at least 2 custodians who have the ability to open and close the building.

Custodial Staff Classification	Basic Duties
RW-3	General cleaning and light maintenance. CANNOT open/close the building.
RW-5	General cleaning and light maintenance. CAN open/close the building.
Foreman SW-1	Working supervisor overseeing RW level employees. CAN open/close the building.
Foreman SW-3	Working supervisor overseeing RW level employees. CAN open/close the building.
Foreman SW-5	Working supervisor overseeing RW level employees. CAN open/close the building.

**Custodial Overtime:** There are times when custodial staff may be required to work overtime (i.e. summer, during inclement weather events, special school programs or events, etc.). Therefore, schools must allocate appropriately for overtime. In FY18, schools will be allocated \$87 per student to cover Admin Premium and Custodial Overtime. Spending will be closely monitored to ensure schools remain within their allocated budget. Principals will receive regular reports to ensure that they are using Custodial Overtime funds appropriately and that they remain aware of their monthly burn rate. Schools should allocate enough to cover all planned activities or programs that fall into the categories above as well as coverage for custodial leave.

### *Goods & Services (Non-Personnel Services)*

It is highly recommended that all principals review their FY16 and FY17 year-to-date inventory and monthly spending for supplies and equipment as well as the suggested supply and inventory lists to ensure the amount budgeted for supplies in FY18 will meet their school's needs. Business managers, DSL/MSL, and custodial foremen can all be helpful resources for informing your school's individualized budget.

\*Green schools- all modernized buildings will need to ensure there is enough funding maintain the new structure using green cleaning supplies.

**Custodial Supplies:** All schools must budget for custodial supplies. Schools will have a required minimum for custodial supplies as costs for supplies vary from school to school. We highly encourage all principals to work closely with their custodial foreman and business manager or DSL/MSL (if applicable) to review the supply needs from the previous year to inform the needs for the upcoming year.

The minimum required amount for custodial supplies includes an initial base of \$2,456 with an additional 7 cents per square foot for high schools and 5 cents per square foot for all other school types. These allocations are based on both historical school data and a review of national best practices. Add more to custodial supplies based on your school's historical spending and custodial overtime data. The Strategic School Operations team will share a sample listing of custodial supplies and price points with each principal.

**Custodial Equipment:** Please be aware that new or replacement equipment must be purchased through the local school budget. Strategic School Operations team no longer purchases custodial equipment. We highly encourage all principals to work closely with their custodial foreman and DSL/MSL (if applicable) to prepare for custodial equipment needs. The Strategic School Operations team will share

with each principal a sample listing of custodial equipment and price point. If you need to budget for these items, please work with the School Funding or Business Operations team to ensure you are loading these funds into the appropriate agency object.

#### Exceptions / Restrictions:

- All schools must budget for a minimum of 3 custodians (\*exceptions made for schools with student enrollment of 200 or less);
- Schools are responsible for their custodial coverage (schools can use custodial OT or revised schedules for existing staff to ensure coverage when a custodian is on leave);
- All reprogramming of custodial dollars must be approved by Strategic School Operations leader(s).

#### Points of Contact:

- Vashaunta Harris, Director Strategic School Operations, [Vashaunta.Harris@dc.gov](mailto:Vashaunta.Harris@dc.gov).

#### Helpful Resources

- Teamsters Local 639 Contract: <http://bit.ly/2IBl8zY>
- For square footage information for your school, consult the ESA website: <http://esa.dc.gov/node/601772>

### 3.1.11 English Learners (ELs)

#### Purpose

Students identified as having English language proficiency (ELP) levels between Level 1 and Level 4 receive additional funding so that schools can fund ESL/bilingual teachers and classroom support staff to serve these students and meet their language needs. This allocation ensures all schools receive adequate resources, regardless of the size of the EL student population at their school.

#### Allocation Guidance/Requirements

Principals must identify staff members to serve in the following capacities:

- **ACCESS Coordinator:** A school shall appoint a staff member to serve as the ACCESS test coordinator. If the staff member is a teacher then it is recommended that the school allow the teacher one (1) free period a day to attend to test coordination duties.
- **Lead ESL/Bilingual Teacher:** Schools with more than 5 ESL/Bilingual teachers shall appoint a full-time employee to serve as a lead ESL/Bilingual teacher in the building. This lead teacher shall work collaboratively with other content lead teachers, resource teachers, school administrator and coaches to ensure the ELL students can access the curriculum and that the ESL program is servicing all students inclusive of students with special needs.

#### Staffing (Personnel Services)

Bilingual and/or English as a Second Language (ESL) Teachers and support staff (instructional aides and bilingual counselors) are allocated to a school using staffing ratios that were agreed upon with the Office for Civil Rights (OCR). The number of staff, and subsequent budget allocation, assigned to each school is described in the OCR agreement with DCPS and uses the formula below:

Ratio	Teacher Allocation	Other Staff Allocation
22 EL students or more	1 ESL/Bilingual teacher for every 22 students, rounded to the nearest .5 FTE	1 translation aide for every 50 Level 1 students; 1 bilingual counselor for every 100 ELL students
11-16 EL students	.5 ESL teacher	
10 EL or fewer	Itinerant ESL teacher	

**ESL/Bilingual Teacher:** The ESL/Bilingual teacher's main responsibility is to provide English language development instruction with a focus on building skills in all four language domains (listening, speaking, reading, and writing) using the WIDA English Language Development Standards and following the DCPS curriculum. All ELs should receive at least 45 minutes of ESL services daily with some students, depending on their ELP level, needing additional support. Schools with fewer than 10 EL students will receive services by an ESL itinerant teacher assigned and managed by the Language Acquisition Division (LAD). These staff are not school-based, but will be deployed to each school by LAD to serve students.

**Bilingual Counselor:** The bilingual counselor is responsible for providing bilingual counseling services to linguistically and culturally diverse students and their families. The bilingual counselor is not to be used to substitute or supplant the counseling needs of the general student population.

**Translation or Instructional Aide:** The translation or instructional aide is allocated to schools based on the number of EL student at the beginning stages of language acquisition (Level 1). The aide might need to follow these students to content classes and elective classes to ensure they understand and can access the curriculum.

#### *Goods & Services (Non-Personnel Services)*

LAD can provide customized guidance and service delivery recommendations based on the needs of your school's EL population. Existing guidance for services to ELs in early childhood education (ECE), elementary schools and education campuses, middle and high schools, inclusion services and services to students with special needs can also be found in the DCPS Handbook for ESL Services and in Canvas.

#### *Exceptions/Restrictions*

Schools are not able to repurpose funds designed to support EL needs during the formal budget-building process.

The Office for Civil Rights (OCR) requires that ELs receive at least a period of English as a Second Language (ESL) instruction each day. ELs may receive this service within any of the content areas in their schedule, but additional flexibility may be needed based on the language proficiency level and, the type of service delivery model at each school. Regardless of the ESL service delivery model at each school, 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 will require flexibility around the scheduling of instruction during the literacy block (and 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 of math instruction in either or both languages daily.



### Point of Contact

- Elba García, Executive Director, Language Acquisition Division, [Elba.Garcia@dc.gov](mailto:Elba.Garcia@dc.gov)

### Helpful Resources

There are a number of resources listed on the DCPS and Canvas websites under Language Acquisition Division, including a toolkit developed by the Department of Education and the Office of English Language Acquisition. In addition, the instructional staff at LAD can provide classroom observations, program consultation, professional development, additional supplemental supplies and specialized support to the school.

## 3.1.12 Empowering Males of Color

### Purpose

Empowering Males of Color (EMOC) initiative is a comprehensive effort by DCPS to identify and assess current challenges and successes of PK- 12 Black and Latino males. DCPS will collaborate with the community, as well as school and district leaders to implement effective strategies to enhance the student experience, increase achievement, and prepare our males of color for college, careers, and life beyond DCPS.

The primary strategies associated with the initiative include:

- **EMOC Innovation Grants** is a multi-year initiative to develop programming specifically addressing the needs of Black and Latino male students and educators. \$1.7 million awarded to create new opportunities for students in 16 schools.
- The **Male Educators of Color Collaborative (MEOCC)** launched as a source of fellowship for male educators of color, and encompasses professional development, national networking, and meaningful connections with partnerships to similar organizations in other districts nationally.
- The **Leading Men Fellowship** is a 10-month, paid education training program for recent DCPS graduates (ages 18-24) who are young men of color to serve in early childhood classrooms and receive coaching and support in pursuit of a degree in education.
- The **EMOC 1000** is an expansion of the original 500 for 500 Mentoring Through Literacy Program, in order to capture more possibilities for meaningful adult-student relationships and evidence based practice.

The EMOC initiative is funded primarily by private funds through the DC Public Education Fund and are outside of the school budgets.

### Points of Contact

- Innovation Grants: Jennifer Nelson, Office of the Chief of Schools, [Jennifer.Nelson@dc.gov](mailto:Jennifer.Nelson@dc.gov)
- MEOCC: Akeem Anderson, Office of the Chief of Schools, [Akeem.anderson@dc.gov](mailto:Akeem.anderson@dc.gov)
- Leading Men Fellowship: Antwan Perry, Office of the Chief of Schools, [Antwan.perry@dc.gov](mailto:Antwan.perry@dc.gov)
- EMOC 1000: Edgar Novoa-Marcano, Office of the Chief of Schools, [edgar.novoa-marcano@dc.gov](mailto:edgar.novoa-marcano@dc.gov)

### Helpful Resources

- <http://dcps.dc.gov/emoc>

### 3.1.13 Extended Day

#### Purpose

Extended Day is an extension of the traditional school day by one hour, a minimum of four days per week, during which students have the opportunity to engage in more time on task and teachers are able to impart more information, both of which enhance the quality of learning. Ideally, this instruction is delivered by the same content teachers that students are with during the day and there is no transition, thus maintaining the integrity of the natural extension. Student attendance is strongly advised and this program does not allow for the non-instructional variance permitted in after school programming. The purpose of the program is to enhance student learning and increase academic achievement of students by implementing extended learning time at targeted DCPS schools.

#### Allocation Guidance: Staffing (Personnel Services)

For continuing extended day sites in FY18 with same grade levels, each school will be allocated actual costs associated with implementing the extended day program based on the number of teachers and instructional aides that are needed.

Extended Day funding is solely for Personnel Services for the purpose of compensating staff.

- ET-15 teachers are compensated via administrative premium to work an additional hour at the end of each day.
- Instructional aides are compensated via additional hours (up to 10) to their straight salary to compensate them for one additional hour each day.
- Three of our pilot sites (Nalle ES, Orr ES, and Malcom X ES) are able to extend beyond one hour a day and may have a need for overtime pay for instructional aides and more than 1 hour per day for ET-15 teachers.

The following 26 schools are participating in the Extended Day program in SY17-18:

Extended Day: Elementary Schools in SY17-18	
Barnard ES	Partial (2nd-5th)
Bruce Monroe ES	Partial (Select 2nd-5th)
Burrville ES	Whole School (PK3-5th)
Dorothy Height ES	Whole School (PK3-5th)
Drew ES	Partial (1st-5th)
Houston ES	Partial (2 <sup>nd</sup> -5th)
Kimball ES	Whole School (PK-5th)
Leckie ES	Partial (K-8th)
Malcolm X ES	Partial (3 <sup>rd</sup> -5th)
Miner ES	Partial (2nd-5th)
Nalle ES	Whole School (PK3-5th)
Noyes ES	Partial (4th-5th)
Orr ES	Whole School (PK3-5th)
Powell ES	Partial (Select PK-5th)
Savoy ES	Partial (K-3rd)
Simon ES	Whole School (PK3-5th)
Smothers ES	Whole School (PK3-5th)
Thomson ES	Partial (K-5th)

#### Extended Day: Education Campuses in SY17-18

Browne EC	Partial (6th-8th)
Capitol Hill Montessori @ Logan	Partial (1st-8th)
Cardozo EC	Partial (6th-8th)
Columbia Heights EC	Partial (6th-9th)
Truesdell EC	Whole School (PK3-8th)
Wheatley EC	Partial (Select PK-8th)
Whittier EC	Partial (Select PK-8th)

Extended Day: Middle Schools in SY17-18	
Hardy MS	Partial (Select 6th-8th)

### Exceptions/Restrictions

Extended Day funds are not permissible for petitioning or reprogramming.

### Points of Contact

- Natasha Davis, Specialist, Special Projects, Office of the Chief of Schools, [Natasha.Davis@dc.gov](mailto:Natasha.Davis@dc.gov)
- Renee Abdullah, Specialist, Special Projects, Office of the Chief of Schools, [Renee.Abdullah@dc.gov](mailto:Renee.Abdullah@dc.gov)
- Staci McDuffie, Manager, Special Projects, Office of the Chief of Schools, [Staci.McDuffie@dc.gov](mailto:Staci.McDuffie@dc.gov)

## 3.1.14 Extended Year

### Purpose

At DCPS, we believe that students deserve the opportunity both to excel in core subjects like reading and math, and to explore a wide range of interests including art, music, PE, advanced courses, library, and foreign language. To give our students this opportunity, 11 schools will move to an extended year calendar in SY17-18. This change will allow for more learning and enrichment time for our students and help eliminate summer learning loss. By extending the school year, students will get the equivalent of an extra year of learning by the 8th grade. Specifically, the Extended Year calendar will have over 200 student days, two weeks of intersession for students that need additional support, and breaks in October and June to accompany the normal winter and spring breaks. Teachers return the first week of August and school runs through the second week of July.

The following 11 schools are participating in the Extended Year program in SY17-18:

SY17-18 Extended Year Schools		
Cooke ES	Garfield ES	Hendley ES
Hart MS	Johnson MS	Kelly Miller MS
King ES	Randle Highlands ES	Raymond EC
Thomas ES	Turner ES	

### Allocation Guidance

Teachers and instructional aides at Extended Year schools will be 12-month employees. Instructional aides will work 35 hour workweeks. DCPS will use the comprehensive staffing model that corresponds to each school's grade configuration to allocate personnel and non-personnel services resources. Extended Year schools will receive additional funding to cover the increased cost of moving these positions from 10-month employees to 12-month.

All schools receive an allocation of \$87 per student for administrative premium and overtime. Extended Year schools will receive \$97 per student to account for the longer school year.

All schools receive an allocation of 1.5% of their personnel allocation to budget for non-personnel services. Extended Year schools will receive 1.65% instead to account for more instructional days and the need for more goods and services.

### Exceptions/Restrictions

Extended Year funds are not permissible for petitioning or reprogramming.

### Points of Contact

- Natasha Davis, Specialist, Special Projects, Office of the Chief of Schools, [Natasha.Davis@dc.gov](mailto:Natasha.Davis@dc.gov)
- Renee Abdullah, Specialist, Special Projects, Office of the Chief of Schools, [Renee.Abdullah@dc.gov](mailto:Renee.Abdullah@dc.gov)
- Staci McDuffie, Manager, Special Projects, Office of the Chief of Schools, [Staci.McDuffie@dc.gov](mailto:Staci.McDuffie@dc.gov)

## 3.1.15 Family Engagement Partnerships

### Purpose

Supported by the Flamboyant Foundation, the Family Engagement Partnership (FEP) helps school leaders and teachers engage families in ways that benefit student learning. Participating schools receive training and ongoing support in the following areas:

- **Relationship-Building Home Visits:** Teachers and families form trusting relationships through home visits (schools are not responsible for staff compensation for Home Visits).
- **Academic Partnering:** The Flamboyant Foundation provides training for three different types of academic partnering to help families support academics at home: 1) Academic Parent Teacher Teams (APTT); 2) Parent Teacher Conferences (PTC); and 3) Student Led Conferences (SLC).
- **Regular and Positive Communications:** Teachers receive ongoing training and support to help them establish regular and positive communications with the families of students in their class.

### Allocation Guidance/Requirements

To help sustain this work and allow Flamboyant to fund it across more schools, Flamboyant asks partner schools to contribute to the costs of the partnership. The overall costs of the work vary per school depending on: 1) student enrollment; and 2) the amount of support a school needs, which is a function of the amount of time and the school's performance in the partnership. School Performance is categorized in the following ways:

- *Initiating (I1):* Flamboyant support focuses on Vision Setting, Engagement of Stakeholders and Integration of family engagement practices
- *Implementing (I2):* Flamboyant support focuses on Reflection and Quality Practice and Clarity of family engagement practices
- *Institutionalizing (I3):* Flamboyant support focuses on family engagement practices becoming Routine, Outcomes Driven and Responsive

The FEP is designed so that schools exercise increasing autonomy over time and Flamboyant's coaching, direct professional development, and technical assistance are reduced over time.

- Schools will receive a quote for their minimum possible contribution by March 3 based on 17-18 projected I-Levels. The funding for Flamboyant must come from agency object 409 (Contracts).

- Flamboyant will work with partner schools to finalize 17-18 I-Levels in the spring, however, to simplify the process this year, The Family Engagement Division will sweep back the minimum contribution from each school's budget and facilitate the payment to Flamboyant. In the event that a school owes more than their minimum possible contribution, the Family Engagement Division will work directly with the school to procure the remaining balance from agency object 409 (Contracts).

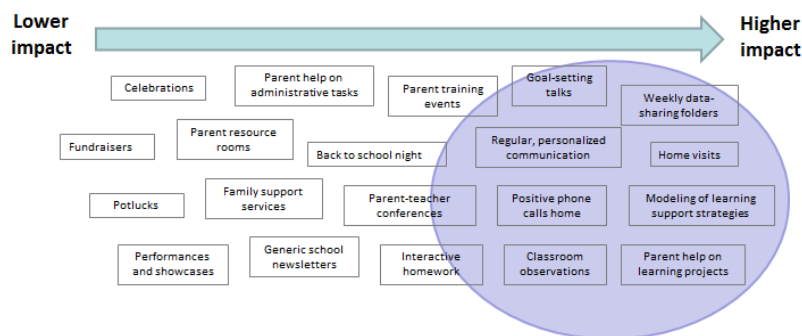
School Size	Projected School Contribution Initiating (I1) & Implementing (I2) & year 1 partners	Projected School Contribution Institutionalizing (I3)
Small/Medium (enrollment<450)	\$5,000	\$3,000
Large (enrollment>=450)	\$7,000	\$4,000

### Exceptions/Restrictions

- Funds should be exclusively used for the Flamboyant Foundation Family Engagement Partnership
- Funds are not flexible and cannot be reduced or moved

### Family Engagement Spending (Title I, A)

If your school receives Title I funding, 1% of that money is "set aside" for projects focused on improving family engagement in student and school success. For example \$300,000 Title I budget = \$300 for Family Engagement projects.



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, A funds to Build Family Relationships and a Welcoming School Environment

\*\*\* = Higher Impact on Student Achievement

\$\$\$ = More Time and Dollars Required

**;	<b>Welcome Letters and Surveys to Families:</b> This is an inexpensive, but relatively effective school-wide 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 to get to know more about the child from their family. Samples of strong letters and surveys are available on Canvass
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**; \$\$	<b>Signs:</b> 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.
**; \$	<b>Introductory Phone Calls:</b> This is an inexpensive, high-yield strategy to build relationships with families. A simple phone call to each student, by each teacher, is an investment of time. That investment of time 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. Samples phone scripts are available on Canvass.
**; \$	<b>Get to Know You Meetings in the Classroom:</b> This is an inexpensive, but effective school-wide 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 to orient themselves to the building and the classroom before the school year begins.
**; \$	<b>Take Parent Teacher Conferences into the Community:</b> Moving the location of parent teacher conferences from the school site into the community is an inexpensive way to build relationships 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 can often be secured for little or no cost.
**; \$\$	<b>Bulletin Board:</b> Some schools maintain a family-oriented bulletin board in 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.
**; \$\$	<b>Toddler-Friendly Books/Toys:</b> 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.
**; \$\$	<b>Staff Walking/Bus Tour of Community:</b> 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.
***; \$\$\$	<b>Parent Teacher Home Visits:</b> 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

### Strategies for budgeting Title I, A funds to Help Families Support Student Achievement

*; \$	<b>Classroom Showcase:</b> 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 Family Engagement page of Canvass.
*; \$	<b>Regular Grade-Specific Newsletter:</b> 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.
*; \$\$	<b>Parent and Student Incentives for Improved Achievement:</b> 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 can be likewise recognized for achievement.
**; \$	<b>Weekly Data Folders:</b> Sending a weekly snapshot of student progress in a key academic area can be a powerful way to open home/school dialogue about learning. A successful initiative requires materials, clear expectations from the principal and ongoing teacher training and support.
**; \$	<b>Classroom Data Meetings:</b> 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.
***; \$\$\$	<b>Academic Parent Teacher Team (APTT) Classroom Data Meetings:</b> DCPS partners with the Flamboyant 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.
**; \$	<b>Daily Home/School Notebook:</b> This is a low-cost strategy that is particularly effective in building the home/school learning dialogue in grades PK-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.
**; \$\$	<b>YouTube Videos:</b> 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.
**; \$\$\$	<b>College Tours:</b> 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; families can better understand the path to college.

#### Point of Contact

- Natalie Treadgold, Specialist, Family Engagement, [Natalie.Treadgold@dc.gov](mailto:Natalie.Treadgold@dc.gov)

### 3.1.16 International Baccalaureate Programming

#### Purpose

DCPS continues to support International Baccalaureate (IB) programs across the school district in an effort to provide access to rigorous and international programming. 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. Schools will continue to receive funds to cover their IB coordinators after a school receives IB authorization.



## Allocation Guidance/Requirements

Staffing requirements for SY 17-18 by program and school are as follows:

Program	PYP (Primary Programme)	MYP (Middle Programme)	DP (Diploma Programme)
Schools that are IB-authorized or expected to be authorized for SY 16-17	Shepherd ES Thomson ES Turner ES	Deal MS Eliot-Hine MS Browne EC* Eastern HS*	Banneker HS Eastern HS
IB Coordinator requirements	IB Coordinator	IB Coordinator (ET-10 or higher)	IB Coordinator (ET-10 or higher)
Classroom teacher requirements	Classroom teachers for all grade levels	Classroom teachers for all grade levels; all content areas	Teachers for each six groups of study
World Language/CAS requirement	World Language teacher	At least 2 World Language teachers (must service the whole school, the entire year)	CAS Coordinator
Additional staffing requirement	Art Education: Physical, Art and Music teacher	Arts, Physical Education, Technology staff	Extended Essay Supervisor
Specialist – Library/Media requirement	Specialist – Library/Media	Specialist – Library/Media	Specialist – Library/Media

\*Denotes schools that are continuing or initiating the IB candidacy process in SY 17-18

## Point of Contact

- Heather Holaday, Deputy Chief, Inner Core, [Heather.Holaday@dc.gov](mailto:Heather.Holaday@dc.gov)
- Kate Ireland, Director, Global Education, [Kate.Ireland@dc.gov](mailto:Kate.Ireland@dc.gov)

## 3.1.17 Instructional Coach

### Purpose

For the 2017-2018 school year, all Instructional Coach (IC) positions will continue to have a content focus: either Math or English Language Arts. The following roles will be available for schools:

- Instructional Coach – English Language Arts
- Instructional Coach – Math

## Allocation Guidance/Requirements

- Hours: ICs (except in Year-Round Education schools) are full-time 10-month employees of their school
- Calendar: ICs will keep the calendar as dictated by their schools' guidelines

## Staffing (Personnel Services)

- The Office of Instructional Practice will provide all ICs with professional development during a Summer Intensive and throughout the school year.



- All ICs must pass through a content screen by spring 2017 in order to determine their eligibility for the role, unless they have previously served in the role and passed the applicable content screen.

### Exceptions/Restrictions

- All schools will be able to purchase this position for FY18.

### Point of Contact

- Office of Instructional Practice, [LEAP@dc.gov](mailto:LEAP@dc.gov).

### Helpful Resources

Please refer to the LEAP Team Design Guide, distributed by the Office of Instructional Practice, for additional details about the Instructional Coach role.

## 3.1.18 Library Programs

### Purpose

DCPS continues to make significant investments in school library programs. An effective school library program implemented by a certified library media specialist has a direct and positive impact on student learning that results in increased test scores, particularly in reading and writing.

### *Allocation Guidance/Requirements/Staffing (Personnel Services)*

A **required** library media specialist (LMS) position is allocated to every school based on the Comprehensive Staffing Model (CSM). The LMS is expected to be a collaborative instructional partner with every teacher by participating in collaborative planning sessions and providing information resources to support all academic programs in the building in addition to teaching and supporting information literacy standards integrated in the curriculum. The LMS should also be an integral part of the school leadership team in order to develop a library program that is responsive to and supportive of school goals. The LMS is to be an effective program administrator developing and managing the library collection and library programs to support student learning. The LMS should be a passionate advocate for literacy and free-choice reading, and a leader in technology integration. To achieve this and to provide the greatest possible access to library resources and instructional partnership, the LMS should have a flexible a schedule and is not a teacher of record for any course. The Library Programs team interviews all applicants to create a pool for principals to select from and will work with schools to match candidates who will best support the school's needs.

Large schools may consider adding an aide – library, in addition to their allocated LMS. The Library Programs team strongly recommends that schools with more than 750 students consider budgeting for an additional full-time LMS or additional library aides to support the program.

### *Library Book Allocation*

All schools receive a per-student allotment for library materials. The goal is to build equitable library collections across the district and to increase access to needed curricular materials and high interest books for all DCPS students. To support schools and reduce costs, these funds will be swept back from school budgets prior to the start of school year 2017-18 and the items will be procured centrally through the shared technical services of DCPS and the DC Public Libraries, therefore, **this line item is not eligible for petition**. Library media specialists (LMS) will develop collection development plans based on analysis

of the school's current library collection which inform the materials selected for purchase for each school library collection. The Library Programs team will consult with and support the LMS with collection development planning.

#### Point of Contact

- Jennifer Boudrye, Director, Library Programs, [Jennifer.Boudrye@dc.gov](mailto:Jennifer.Boudrye@dc.gov)
- David Rose, Deputy Chief, Ed Tech and Library Programs, [David.Rose@dc.gov](mailto:David.Rose@dc.gov)

### 3.1.19 Literacy Partners and Programs

#### Purpose

OTL has identified external partners who have proven to be exceptional performers in the area of literacy tutoring. These programs provide effective targeted reading intervention for students, help students develop relationships with a caring adult (or older student) and at a much lower cost than many alternatives. For these reasons, literacy partners are an essential component of our reading acceleration strategy in DCPS.

#### Allocation Guidance/Requirements

##### *Staffing (Personnel Services)*

The external partner will provide staffing. The school need only designate a POC to liaise with the partner.

##### *Goods & Services (Non-Personnel Services)*

- **The Office of Teaching and Learning strongly recommends that all elementary schools with at least 20% of their K-3 population reading below grade level budget for one literacy partner to provide tutoring in SY 17-18.**
- Approved partners include:
  - Literacy Lab Reading Corps (Schools allocate \$10,000)
  - Reading Partners (Schools allocate \$15,000)
  - Reach Inc. (High Schools allocate \$10,000, Elementary Schools allocate \$5,000)
- **Schools currently working with one of the above approved reading partners** will see the appropriate amount of NPS allocated on their budget in the School Budget Application in QuickBase under the budget line "literacy partners". These funds will be swept to central office and the literacy team will manage the contracting logistics and procurement processes for all approved reading partners. Should the school wish to change partners or stop working with the reading partner, they should petition to do so.
- **All schools wishing to work with a reading partner for the first time should first contact the partner to discuss the programming. Before budgeting the principal should reach out to Corie Colgan, Deputy Chief of Literacy and Humanities, to ensure funds are budgeted appropriately.**

#### Exceptions/Restrictions

In order to support schools and reduce costs, these funds will be swept back from school budgets prior to the start of SY 17-18 and the service will be procured centrally by the Division of Literacy and Humanities, OTL.

#### Point of Contact

- Corinne Colgan, Deputy Chief, Literacy and Humanities, [Corinne.Colgan@dc.gov](mailto:Corinne.Colgan@dc.gov)

## Helpful Resources

- **Literacy Lab Reading Corps** rigorously trains full-time Reading Corps tutors for one year to work with DCPS students age three to grade three in preschool and elementary school settings. Each participating child is identified as at-risk for failing to achieve basic reading proficiency. Tutors provide research and evidence based 1:1 literacy instruction. Tutors continually evaluate student progress and apply literacy techniques designed specifically for each student's needs.
  - Website: <http://theliteracylab.org/>
  - Contact: Ashley Johnson, [ajohnson@theliteracylab.org](mailto:ajohnson@theliteracylab.org)
- **Reach Incorporated** is a highly-successful out-of-school-time program. Reach hires teens to be elementary school reading tutors, creating academic benefit and reading growth for both the students and their tutors.
  - Website: <http://www.reachincorporated.org/>
  - Contact: Mark Hecker, [Mark@reachincorporated.org](mailto:Mark@reachincorporated.org)
- **Reading Partners** provides one-on-one reading instruction to elementary school students reading below grade level to help them succeed in school and in life. Reading Partners recruits and trains volunteers to work one-on-one with students forty-five minutes twice a week, following a structured, research based curriculum.
  - Website: <http://readingpartners.org/>
  - Contact: Shannon Kane, [shannon.kane@readingpartners.org](mailto:shannon.kane@readingpartners.org)

### 3.1.20 Pool Operations

#### Purpose / Mission:

In the past several years, DCPS has renovated many of its schools. Students and communities are able to experience beautiful architecture, spacious learning centers, and new athletic facilities – including pools. DCPS wants to ensure that schools have the necessary resources for these facilities to be fully utilized and believes that the ability to swim is an important life skill that should be afforded to as many students as possible.

The following information applies to:

- Ballou HS
- Cardozo HS
- Dunbar HS
- Marie Reed ES
- Roosevelt HS
- Woodson HS

#### Allocation Guidance:

##### *Staffing (Personnel Services):*

DCPS partners with the Department of Parks and Recreation (DPR) to manage the safety and operations of our pools. Through this partnership, DPR will hire, staff and manage pool managers and lifeguards. Schools that receive these funds will only be responsible for hiring a full time certified Health and Physical Education teacher with a Water Safety Instructor's endorsement

#### *Goods & Services (Non-Personnel Services):*

- Schools will be allocated \$5,000 in supply funds for pool supplies. These funds should be used by the school to purchase the supplies and materials needed for swimming instruction.
- Additionally, schools will receive \$123,716 to buy into the DPR agreement. These funds will be managed centrally.

#### *Exceptions / Restrictions:*

- Pool supply funds may only be used to support swimming instruction.
- Health and PE teacher should be dedicated to teach swimming only and not other PE courses. He/She can teach PE2 students during their swim unit.

#### *Points of Contact:*

- DCPS POC for Swimming Instruction:
  - Miriam Kenyon, Director, Health and Physical Education [Miriam.Kenyon@dc.gov](mailto:Miriam.Kenyon@dc.gov)
  - Michael Posey, Manager, Health and Physical Education [Michael.Posey@dc.gov](mailto:Michael.Posey@dc.gov)
- DCPS POC for DPR Partnership (MOU)
  - Rebecca Newman, Director, Business Operations [Rebecca.Newman@dc.gov](mailto:Rebecca.Newman@dc.gov)
- DPR Points of Contact:
  - DPR Aquatics Director – Tyrell Lashley, [Tyrell.Lashley@dc.gov](mailto:Tyrell.Lashley@dc.gov)
  - DPR Aquatics Division – 202.671.1289

#### *Helpful Resources:*

- DPR Aquatics Website - <http://dpr.dc.gov/service/aquatics-division>
- International Lifeguard Training Program - <https://dcdpr.asapconnected.com/CourseDetail.aspx?CourseId=65247>

### **3.1.21 Reading Recovery**

#### *Purpose*

Reading Recovery is a school-based, short-term intervention designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks.

#### *Allocation Guidance: Staffing (Personnel Services)*

In SY17-18, Orr ES and Smothers ES each will receive one full-time Reading Recovery Teacher, which will be funded by Title I.

#### *Exceptions/Restrictions*

- Funds should be exclusively used for Reading Recovery Teachers.
- Funds are not flexible and cannot be reduced or moved to serve another purpose.

### Point of Contact

- Linda Randall, Director, Reading Recovery Program, Office of the Chief of Schools, [linda.randall@dc.gov](mailto:linda.randall@dc.gov)

## 3.1.22 Reading Specialists

### Purpose / Mission

Reading Specialists have expertise in diagnosing and responding to difficulties students may have with reading. Reading Specialists will be responsible for a caseload of approximately 25-30 students at a time whom they will meet with on varying schedules and group size, depending on students' need.

### Allocation Guidance

#### *Staffing (Personnel Services)*

In SY 17-18, DCPS will continue to fund a reading specialist position for the following schools:

- Aiton ES
- Browne EC
- Drew ES
- King ES
- Moten ES
- Nalle ES
- Washington Metropolitan HS

### Goods & Services (Non-Personnel Services)

It is strongly recommended that all schools with a reading specialist allocate between \$500 and \$1000 of NPS to allow their reading specialist to purchase resources to support their intervention work. For guidance on suggested resources, please contact Jen Jump ([Jennifer.jump@dc.gov](mailto:Jennifer.jump@dc.gov))

### Exceptions / Restrictions

- Funds can be repurposed via petition to purchase an Assistant Principal of Literacy
- New Reading Specialists must be hired out of a district-approved Reading Specialist Pool.

### Points of Contact

- Corie Colgan, Deputy Chief of Literacy and Humanities, [Corinne.colgan@dc.gov](mailto:Corinne.colgan@dc.gov)

## 3.1.23 Related Arts Allocation

DCPS allocates the necessary teaching staff to support scheduling models that allow all students to receive instruction in each content area. To fully support these content areas, schools must often replace consumable supplies such as paper and paint, or repair equipment that breaks or is lost. As such, and consistent with concerns shared by principals, DCPS will continue to allocate funds to schools to ensure that schools have the necessary art supplies (paper, paint etc.), science equipment and supplies, music supplies and equipment (music, instruments, etc.), and physical education equipment (all-purpose balls, heart rate monitors etc.).

When considering how to best use the related arts allocations, attention should be given to the replacement of technology associated with the arts and physical education such as heart rate monitors, digital cameras, recording equipment, computers, scanners and color printers. These replacements are costly and, therefore, money should be budgeted to consider total replacement over a five-year period. Related arts non-personnel spending is allocated to schools in the following ways:

#### *Art Allocations*

All required art per pupil allocations will be loaded into a placeholder line called Art Supplies and must be moved to the desired agency object code(s) via a petition. See section 5.4 for a complete list of non-personnel services (NPS) object codes and descriptions.

School Type	Per Pupil Spending
Elementary School (ES)	\$5.00
Middle School (MS)	\$8.00
High School (HS)	\$25.00
Plus 15% of total allocation for replacements	

#### *Health/Physical Education (HPE) Allocation*

All required HPE per pupil allocations will be loaded into a placeholder line called Health/Physical Education Supplies and must be moved to the desired object code(s) via a petition. See section 5.4 for a complete list of non-personnel services (NPS) object codes and descriptions.

School Type	Per Pupil Spending
Elementary School (ES)	\$5.00
Middle School (MS)	\$10.00
High School (HS)	\$15.00

#### *Music Allocation*

All required music per pupil allocations will be loaded into a placeholder line called Music Supplies and must be moved to the desired object code(s) via a petition. See section 5.4 for a complete list of non-personnel services (NPS) object codes and descriptions.

School Type	Per Pupil Spending
Elementary School (ES)	\$5.00
Middle School (MS)	\$10.00
High School (HS)	\$15.00

#### *Science Allocation*

All required science per pupil allocations will be loaded into a placeholder line called Science Supplies and must be moved to the desired object code(s) via a petition. See section 5.4 for a complete list of non-personnel services (NPS) object codes and descriptions.

School Type	Per Pupil Spending
Elementary School (ES)	\$5.00
Middle School (MS)	\$10.00
High School (HS)	\$30.00
Plus 15% of total allocation for replacements	

## Point of Contact

- Nathan Diamond, Director, Arts, [Nathan.Diamond@dc.gov](mailto:Nathan.Diamond@dc.gov)
- James Rountree, Director, Science, [James.Rountree@dc.gov](mailto:James.Rountree@dc.gov)
- Heather Holaday, Deputy Chief, Inner Core, [Heather.Holaday@dc.gov](mailto:Heather.Holaday@dc.gov)
- Kim Cherry, Deputy Chief, STEM, [Kim.Cherry@dc.gov](mailto:Kim.Cherry@dc.gov)
- Miriam Kenyon, Director, Health and Physical Education [Miriam.Kenyon@dc.gov](mailto:Miriam.Kenyon@dc.gov)

## Helpful Resources

- A list of recommended purchases can be found on the budget guide website: [www.dcpsschoolbudgetguide.com/changes/ra.html#recs](http://www.dcpsschoolbudgetguide.com/changes/ra.html#recs)

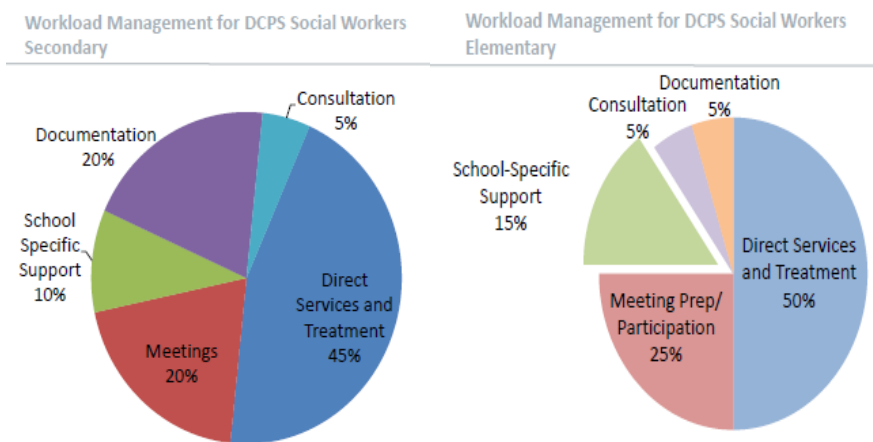
### 3.1.24 Related Service Providers

#### Purpose

Related service providers support students to ensure they are able to fully participate in the academic setting. Providers assess students to identify deficit areas, and then work with students, teachers, staff, families, and other stakeholders through direct service, consultation, and a variety of other means to assist students in accessing the curriculum.

#### Allocation Guidance: *Staffing (Personnel Services)*

**Social Workers:** School-based social workers have specific discipline-related training that, if capitalized on, makes a positive impact on academic outcomes. Social workers address student engagement, work to ensure optimal mental health functioning, and provide behavior support needs of all students. These duties take precedence. Social workers should dedicate approximately 75% of their time providing direct services as prescribed on student IEPs to effectively comply with IDEA and providing counseling supports to general education students as a part of Response to Intervention.

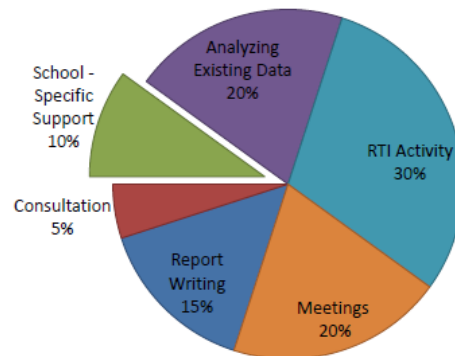


The remaining 25% of the time, social workers should provide teacher consultation and professional development. Social workers coordinate school-level crisis response. They serve as the primary liaison between schools, other DC government agencies (e.g., Department of Mental Health, Department of Youth Rehabilitation Services, etc.), and community partners.

**School Psychologists:** School Psychologists develop interventions and strategies to address learning, academic, and behavioral concerns for students identified by teachers and parents. They are crucial members of the Response to Intervention (RTI) process by supporting the implementation of academic and behavior interventions through teacher consultation and monitoring efficacy of the interventions.

School psychologists are uniquely qualified to assess for cognitive, achievement, and psychological concerns. They are integral members of the special education eligibility process. They are most effective when their time is distributed as seen in the chart to the right.

Workload Management for DCPS School Psychologists



**Speech-Language Pathologists:** Speech-language pathologists (SLPs) serve students with specific disorders and delays related to language and communication. SLPs provide direct and indirect interventions to decrease the potential educational impact related to a speech and language deficit and to improve academic achievement.

**Occupational Therapists:** Occupational therapists help address the needs of students relative to self-help skills, adaptive behavior and play, sensory and motor skills, among others. After identifying areas presenting challenges, occupational therapists may provide support including consultation, direct service, and identification of special equipment to help students.

**Physical Therapists:** Physical therapists work with students and teachers to help students with challenges related to movement, such as climbing stairs or transitioning from class to class. After identifying these challenges, physical therapists may provide support including consultation, direct service, and identification of special equipment to help students travel around the school.

**Audiologists:** Audiologists provide diagnostic services to evaluate hearing and auditory processing and selection and fitting of amplification and hearing assistance technology. Educational audiologists may also provide direct intervention services, calibration and maintenance of audiologic equipment, and counseling students and families about hearing loss.

Related service providers are allocated to schools per the following guidelines:

- Schools receive allocations for school psychologists and social workers.
- Speech-language pathologists, occupational therapists, physical therapists, and audiologists are hired and based centrally, and are assigned to schools based on student need.
- Schools receive funding for school psychologist(s) and social workers based on prior year data variables, such as:
  - Projected total school enrollment,
  - Special education enrollment,
  - SST referrals,
  - Number of assessments ordered,
  - Prescribed and consultation IEP services,
  - Suspension data,
  - Manifestation Determination meeting data, and
  - Tier 1 and 2 interventions.



### Exceptions/Restrictions

- School psychologist and social worker allocations are required staffing and schools are **not** able to repurpose those funds.
- Petitions to fund counselors in lieu of school social workers or school psychologists will not be approved. Services must be rendered through credentialed professionals that are able to provide psychological assessments and behavior support services.

### Points of Contact

- Deitra Bryant-Mallory, Director, School Mental Health (School Psychology & Social Work), Office of the Chief of Schools, Deitra.Bryant-Mallory@dc.gov
- Regina Grimmett, Director, Occupational Therapy, Physical Therapy, Speech-Language Pathology, Audiology, Office of Teaching and Learning, Regina.Grimmett@dc.gov

### Helpful Resources

- <https://dcps.instructure.com/courses/2025/pages/teaching-and-learning-related-services>
- [https://www.ocde.us/HealthyMinds/Documents/Landing%20Page/Return\\_On\\_Investment\\_Mental%20Health%20Kognito\\_WhitePaper.pdf](https://www.ocde.us/HealthyMinds/Documents/Landing%20Page/Return_On_Investment_Mental%20Health%20Kognito_WhitePaper.pdf)

## 3.1.25 School-Based Health Centers

### Purpose

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

### Allocation Guidance

#### *Staffing (Personnel Services)*

SBHC services are provided at no charge to the school. With the exception of the SBHC at Eastern, the centers are operated through grants from the DC Department of Health (DOH) to local providers (Children's National Medical Center, MedStar Georgetown, and Unity Health Care). The Eastern SBHC exists through an agreement solely between DCPS and Unity Health Center.

As these are not DCPS employees, the SBHC operator maintains all employer rights and responsibilities for these providers and DOH maintains all selection and oversight responsibility. Principals may work with the DCPS Manager for Health Services when there are questions or concerns about actions taken by the SBHC team.

SBHCs adhere to the following guidelines:

- Hours: Most SBHCs are open from 8:00 - 4:30 pm, Monday through Friday. The SBHC at Eastern is open only on Tuesdays and Thursdays. When school is not in session, the schedule may be modified.
- Calendar: SBHCs are open year round.
- Grade Levels: SBHCs serve students and children of students enrolled in the schools in which they operate. SBHCs may not serve adults.

- Enrollment: With the exception of behavioral and sexual health services covered under DC's Minor Consent regulations, students must be enrolled in the SBHC by their parents in order to receive services.

#### *Goods & Services (Non-Personnel Services)*

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

#### Points of Contact

- Diana Bruce, Director, Health and Wellness, Office of the Chief of Schools, [Diana.Bruce@dc.gov](mailto:Diana.Bruce@dc.gov)
- Valentine Breitbarth, Manager, Health Services, Office of the Chief of Schools, [Valentine.Breitbarth@dc.gov](mailto:Valentine.Breitbarth@dc.gov)

### 3.1.26 School Counselors

#### Purpose

In order to successfully prepare our students to be global leaders in the 21<sup>st</sup> century, counselors implement a comprehensive (PreK3-12<sup>th</sup> grade) school counseling program. The comprehensive program serves the whole student by developing and reinforcing positive academic, social, and career development goals, based on the individual student's need for all scholars enrolled in DCPS. The robust school counseling program ensures all students served will be college, career, and community ready.

#### *Allocation Guidance: Staffing (Personnel Services)*

##### **Suggested Allocations**

- The American School Counselor Association recommends a student to counselor ratio of 250:1; for bilingual/linguistically diverse students the student to bilingual counselor ratio is 100:1. DCPS adheres to these recommendations when allocating school counselors.

##### **Position Requirements**

- All school counselors must have a Master's Degree in the area of counseling and guidance in order to work as a school counselor in DCPS.
- Elementary and middle school counselors are 10-month full-time employees.
- High school counselors are 11-month full-time employees.

In order for the school counselor to be most effective in the school environment, the position should be a part of a "fixed" allocation at a ratio of 250:1 at all grade levels. The only exception is that if it is not possible to have a 250:1 ratio at the elementary school level then schools should, at minimum, have at least one school counselor.

#### Points of Contact

- Kia' Jones-Ray, Director, Academic Planning and Support, Office of the Chief of Schools, [kia.jones2@dc.gov](mailto:kia.jones2@dc.gov)
- Brian Taltoan, Manager, School Counseling Program, Office of the Chief of Schools, [brian.taltoan@dc.gov](mailto:brian.taltoan@dc.gov)

### 3.1.27 School Improvement Grant (SIG)

#### Purpose

School Improvement Grants (SIGs), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), are grants to state educational agencies (SEAs) that SEAs use to make competitive sub grants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools (<https://www2.ed.gov/programs/sif/index.html>).

#### Allocation Guidance

Schools that receive SIG funds have worked with the Grant Specialist in the School Turnaround and Performance (STP) division in the Office of the Chief of Schools during the application process to create their spend plans for all three years of implementation. Each school has a transformation/turnaround model they have chosen for the grant (i.e., Blending Learning, RTI) and allocated their funds to implement these models. Any changes to the budget allocation should go through the Grant Specialist in STP division and will be reflected in OSSE's SIG application.

The grant is applicable for the following schools ONLY:

School Name	Implementation Year in FY18
Ballou HS	Pending Extension
Patterson ES	Pending Extension
Coolidge HS	Year 3
Woodson HS	Year 3

#### Staffing (Personnel Services):

Depending on the chosen transformation/turnaround model, staffing at each SIG school range from school leadership positions to targeted support teacher positions.

#### Goods & Services (Non-Personnel Services):

Depending on the chosen transformation/turnaround model, goods and services at each SIG school range from targeted professional development for teachers to teaching materials and supplies.

#### Point of Contact

- Antione Vinson, Grant Specialist, Office of the Chief of Schools, [antione.vinson@dc.gov](mailto:antione.vinson@dc.gov)

#### Helpful Resources

- DC OSSE: <http://osse.dc.gov/service/title-i-part-1003g-school-improvement-grants>
- U.S. Department of Education: <https://www2.ed.gov/programs/sif/index.html>

### 3.1.28 School Nurses

#### Purpose

The school nurse is responsible for promoting health and wellness and actively collaborating with students, family members, school personnel, and community-based organizations to ensure that the health needs of the students are being met.

## Allocation Guidance

### *Staffing (Personnel Services)*

All DCPS schools receive part-time to 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).

Because the nurses 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 employment, DOH will provide a replacement nurse for that school as soon as possible. Principals may work with the appropriate DOH/CNMC 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 Teaching and Learning's Division of Specialized Instruction will provide supplemental nursing services to schools serving these students at no cost to the school.

Nurse allocations adhere to the following guidelines:

- Staffing: A school nurse will be provided to each DCPS school for at least 20 hours per week. Although no one factor is determinative of coverage status, among the key considerations when assigning coverage are:
  - School enrollment;
  - School health suite utilization rates;
  - Medical acuity of the school's student population;
  - Number of identified medically-fragile students; and
  - Total resources available.
- Hours: School nurses are contracted to work between the hours of 8:00 - 4:30 pm.
- Calendar: Nursing coverage will be made available for the traditional school year and for DCPS sponsored summer programming.
- Grade Levels: School nurses are available for PK3-12<sup>th</sup> grade students.

When a nurse is not in the building, either due to scheduled or unexpected circumstances, schools are still responsible for meeting student health needs. To this end, schools should ensure at least three staff members are trained and prepared to provide medication and first aid as needed. The Office of the Chief of Schools offers multiple medication administration and first aid trainings every school year at no charge for school staff.

### *Goods & Services (Non-Personnel Services)*

It is the school's financial responsibility to maintain functioning technology for its school nurse(s), including a desktop computer, dedicated printer, phone, and fax machine, as well as a functioning phone and fax/e-fax line. Nurse offices must have direct 911 and long distance access.

## Helpful Resources

For additional information on School Based Health centers please reference section 3.1.25.

### Points of Contact

- Diana Bruce, Director, Health and Wellness, Office of the Chief of Schools, [Diana.Bruce@dc.gov](mailto:Diana.Bruce@dc.gov)

- Valentine Breitbarth, Manager, Health Services, Office of the Chief of Schools, [Valentine.Breitbarth@dc.gov](mailto:Valentine.Breitbarth@dc.gov)

### 3.1.29 School Partnerships (and Turnaround Partnerships)

#### Purpose

DC Public Schools defines a **partner** as an organization or group that is committed to work with DCPS to make sustainable impact on a shared goal around student success. Partners may include community organizations, afterschool providers, corporations, donors, and/or vendors that collaborate with schools throughout the year (e.g.—curriculum/PD partners).

While many partner organizations are free to schools, there are a number of partner organizations who do require a fee, and therefore it is important for schools to consider all potential budget implications. In some cases, DCPS Central Office teams may help cover the costs of certain partners and resources.

#### Allocation Guidance

The following is a list of the most common costs associated with partner organizations. This is not an exhaustive list and we strongly encourage all schools to work directly with partners to identify all costs.

- **Service Fees:** Partners may require payment for services directly from the school and/or Central Office team supporting the work. If the school and/or Central Office team intends to pay the partner, they **must** budget for contractual services (CSG 409).
- **Custodial Fees:** It is likely either the school or the partner will need to budget for custodial overtime if the partner requires building access after-hours or on weekends.
- **Security Fees:** It is likely either the school or the partner will need to budget for security overtime if the partner requires building access after-hours or on weekends.
- **Supplies:** While partners typically cover these costs, it is important to discuss who will fund supplies. This may range from office supplies (student journals, pencils etc.), to student athletic gear/uniforms.
- **Fees for families/students:** Many partners, especially after school programs, require enrollment fees for individual families. While this does not impact school budgets, it is important to know the implications for the school community.

**Note on Afterschool Programs:** Title I elementary schools and education campuses that are part of the TANF Out-of-School Time Grant receive an afterschool programs allocation from the Out of School Time Programs division of the Office of the Chief of Schools. This personnel allocation **cannot** be reprogrammed to contractual services for an afterschool provider. For more information, refer to the *Afterschool Scheduling Guidance* section of this guide.

#### School Turnaround Partnerships

There are several large school partnerships that the School Turnaround and Performance Division of the Office of the Chief of Schools helps manage in collaboration with DCPS' 40/40 schools to ensure high levels of student performance.

**City Year:** City Year implements a Whole School Whole Child model through a group of carefully selected, highly trained corps members who provide individualized support to at-risk students, while establishing an overall positive learning environment throughout the schools they service. All

participating schools are **required** to allocate \$100,000 for City Year in contracts (CSG 409) from their local school budget.

**Experience Corps:** The AARP Experience Corps (EC) program places adults aged 50 and older into elementary schools to tutor and mentor students in reading and literacy. Experience Corps volunteers provide tutoring services as well as opportunities for mentoring and encouraging positive classroom behaviors through classroom support. All participating schools are **required** to allocate \$7,500 - \$15,000 for Experience Corps in contracts (CSG 409) from their local school budget (price should be negotiated with the partner).

**Turnaround for Children:** Turnaround for Children (TFC) is a nonprofit organization that supports schools in developing the internal capacity to respond to the challenges stemming from poverty. TFC's priority mission addresses gaps in teacher and leader preparation and re-engineers school behavioral and instructional systems. All participating schools are **required** to allocate \$10,000 - \$20,000 for TFC in contracts (CSG 409) from their local school budget (price should be negotiated with the partner).

**Higher Achievement:** Higher Achievement is a year-round program that provides high-level support for demanding academic work plus mentoring, skill-building, individual student achievement plans, and personal encouragement. Higher Achievement has an Afterschool Academy, which includes covering core subjects, as well as seminars, artistic electives, field trips, and opportunities to engage in community service. There is also a Summer Academy that includes coursework in literature, science, mathematics, social studies, and electives, as well as a three-day trip to a college. All participating schools are **required** to allocate \$20,000 for Higher Achievement in contracts (CSG 409) from their local school budget (price should be negotiated with the partner) for a year-round program.

### Exceptions/Restrictions

- Only the Chancellor or her designated deputy has the authority to sign a legal Memorandum of Agreement (MOA) with partner organizations. If a partner approaches a school asking to sign a legal document that engages the school in promises and programmatic responsibilities, please refer the organization to the DCPS Office of the General Counsel.

### Points of Contact

For general school partnerships:

- Najla Hussein, Director, School Partnerships, Office of Family and Public Engagement, [Najla.hussein@dc.gov](mailto:Najla.hussein@dc.gov)

For out of school time partnerships:

- Thomasin Franken, Manager, Out of School Time Partnerships, Office of Family and Public Engagement, [Thomasin.Franken@dc.gov](mailto:Thomasin.Franken@dc.gov)

For turnaround school partnerships:

- Jasmin Jones, Specialist, Partnership Management, Office of the Chief of Schools, [Jasmin.Jones@dc.gov](mailto:Jasmin.Jones@dc.gov)

### Helpful Resources

- Office of Out of School Time: <http://dcps.dc.gov/afterschool>

### 3.1.30 School-Wide Enrichment Model (SEM)

#### Purpose

Based on the belief that all students have gifts and talents, Enrichment Resource Teachers operationalize the School-wide Enrichment Model (SEM). SEM is a pedagogical framework used to develop the full potential of the student through an inquiry-based, student-choice driven approach that leads to creative-productive giftedness, increased enjoyment, and student satisfaction with the learning experience.

#### Allocation Guidance/Requirements

An enrichment resource teacher is a Full-Time Equivalency (FTE), IMPACT Group 2, 10-month employee with the same associated costs as a regular WTU-teacher position. Schools that wish to add a SEM position should do so with their flexible funds or other sources of school-based funding.

As part of the district's continued investment in middle grades, the following schools are allocated a SEM position through the Comprehensive Staffing Model (CSM): Hardy Middle School, Johnson Middle School, Sousa Middle School, Kelly Miller Middle School, Stuart-Hobson Middle School, and West Education Campus. These schools will continue to receive this position as part of their staffing model for FY18.

#### Staffing (Personnel Services)

Enrichment Resource Teachers serve as enrichment specialists operating within the pedagogical framework known as the SEM. Enrichment Resource Teachers primarily provide inquiry-based facilitation as well as some direct instruction for individual students or small groups of students. This instruction can happen in a pullout or scheduled-class format. SEM teachers also plan enrichment opportunities (such as field trips or bringing in speakers) for the whole school. The Enrichment Resource Teacher serves as a liaison to families, the community, and as an integral part of a school's RTI efforts. The DCPS Office of Teaching and Learning (OTL) provides additional support for year-round professional development, as well as any necessary curricular or instructional resources.

#### Exceptions/Restrictions

In order to maintain central office supports, Enrichment Resource Teachers following the SEM approach must spend at least 80% of their time providing enrichment-based instruction or related coordination of enrichment activities.

#### Point of Contact

- Matthew Reif, Director of Advanced and Enriched Instruction, [Matthew.Reif@dc.gov](mailto:Matthew.Reif@dc.gov)

#### Helpful Resources

[http://gifted.uconn.edu/schoolwide-enrichment-model/about\\_sem/](http://gifted.uconn.edu/schoolwide-enrichment-model/about_sem/)

### 3.1.31 Special Education

#### Purpose

Special education services ensure eligible students with disabilities are able to successfully access instruction. Teachers and paraprofessionals support students inside general education classrooms, in resource rooms and learning labs, and in specialized program classrooms to address individual needs and provide Common Core-aligned instruction.

## Allocation Guidance/Requirements

### *Staffing (Personnel Services)*

#### **Special Education Leadership**

It is recommended that schools identify a leader for special education who reports directly to the principal. This individual will serve as one of the school's LEA representative designees (see below) and manages the overall special education program of the school – both instruction and compliance. The responsibilities of each possible leadership positions include:

- Ensure special education teachers are meaningfully engaged in content-level co-planning, using student data to develop lessons that are aligned to the CCSS and appropriately modified and accommodated to meet the needs of individual students.
- Complete regular observation and feedback of teachers, behavior technicians, and paraprofessionals on the implementation of lesson plans.
- Oversee IEP and assessment quality, timeliness and compliance by supporting case managers to effectively manage their caseloads.
- Lead the special education team in building cohesive and trusting relationships with families.

Positions that can fill this role include:

**Assistant Principal Special Education (AP SPED):** The AP SPED position is a designated leader for special education. Any AP may be charged with overseeing special education in their building, but the person filling the specific role of AP SPED will manage special education logistics and compliance while leading the implementation of specially designed instruction and related services in their building, i.e., UDL planning, co-planning and co-teaching and other inclusive practices. In some limited cases a school may elect to have an AP SPED as well as one of the other leadership positions described in this section. AP SPED may only be selected in conjunction with the guidance of the Division of Specialized Instruction.

**Director of Specialized Instruction (DSI); Manager of Specialized Instruction (MSI):** The Director of Specialized Instruction (DSI) is recommended for schools with over 100 students with IEPs, and the Manager of Specialized Instruction (MSI) is recommended for schools with under 100 students with IEPs. The DSIs/MSIs will manage special education logistics and compliance while leading the implementation of specially designed instruction and related services in their building, i.e., UDL planning, co-planning and co-teaching and other inclusive practices. DSI and MSI positions require an approved application through the Division of Specialized Instruction (DSI).

The AP SPED, DSI and MSI positions are members of a training and networking cohort called ASPIRE, led by DSI. Any school interested in budgeting one of these positions should contact [dcps.aspire@dc.gov](mailto:dcps.aspire@dc.gov).

#### **LEA Representative**

Under the Individuals with Disabilities Education Act (IDEA), each Individualized Education Program (IEP) team is to include an individual who serves as the “LEA representative.” This person **must** be:

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

The principal is the default LEA representative. Principals must identify at least one other staff member



to serve as their designee. The Division of Specialized Instruction (DSI) must approve LEA representative designees during the school budget development process and any changes to the designee throughout the school year, via the Schools Datatlink app in Quickbase.

In addition to SPED leadership positions above, the following positions can also serve as a school's LEA representative designee:

**Coordinator - Special Education Coordinator (SEC):** The special education coordinator is designed for schools with fewer than 40 students with IEPs, although some schools with larger populations may choose to have an SEC as well as one of the other leadership positions. The primary focus of the SEC is special education logistics and compliance.

**Lead Teacher:** A lead teacher is recommended for schools with fewer than 20 students with IEPs. This teacher spends 50% of their responsibility providing direct instruction, 25% leading instruction and 25% ensuring effective logistics and compliance for the special education department. These teachers are eligible for the Teacher Leadership Initiative (TLI).

#### **Special Education Teachers & Classroom Support Staff**

Students identified as special education are issued additional funding so that schools can adequately fund special education teachers and classroom support staff (instructional aides and behavior technicians).

The staffing ratios listed below are for determining the total number of special education teachers, not special education teacher caseloads or classroom composition.

#### **Teacher Allocation for Students Not in Full-Time Programs**

The teacher allocation for students with fewer than 20 hours per week of specialized instruction outside of the general education setting is based on the hours of instruction on each student's IEP and the setting in which the instruction is to be provided, according to the table below.

Students with hours both inside and outside of general education are counted toward both the appropriate inside general education ratio and the appropriate outside general education ratio.

Inclusion/Resource Teacher Allocation Classifications			
Inside General Education Setting	Teacher-Student Ratio	Outside General Education Setting	Teacher-Student Ratio
Students with Fewer Than 11 Hours Per Week in IEP	1:15	Students with Fewer Than 11 Hours Per Week in IEP	1:24
Students with 11 or More Hours Per Week in IEP	1:12	Students with Between 11 to 19 Hours Per Week in IEP	1:12

#### **Specialized Programs Teacher and Paraprofessional Allocation Model**

- Full-time specialized programs serve a very specific population of students who require the highest level of support, in accordance with their IEPs, to access the curriculum.
- Students are placed into these classes after schools collaborate with the DSI Least Restrictive Environment (LRE) Review Team and determine together that a full-time program is the most

appropriate setting for the student. Students are assigned a specific school site through the DSI location review process.

- Specialized programs accept students from across the district and this process applies to all students, even those whose home school hosts a specialized program. Schools cannot unilaterally place a student into a specialized program classroom.
- Teachers and paraprofessionals are allocated to each classroom according to the table below.

Full-Time Program	Teacher Ratio	Instructional Aide (Per class)	Behavior Technician (Per class)	Nurse (Per class)
Communication & Education Support	8:1	2	-	-
Early Childhood Communication & Education Support	6:1	2	-	-
Specific Learning Support	12:1	1	-	-
Early Learning Support	10:1	1	-	-
Behavior & Education Support	10:1 (ES/MS) 12:1 (HS)	1	1	-
Independence & Learning Support	10:1	1	-	-
Separate School Independence & Learning Support	8 – 10:1	1	-	-
Sensory Support	12:1	1	-	-
Medical & Education Support	8:1	1	-	1

#### Small School Allocations:

- Schools with a total of fewer than 65 special education students not receiving services in a full-time specialized program receive automatic minimum allocations. These allocations ensure that schools receive sufficient staffing to provide services across their entire grade distribution.

Small School Minimum Teacher Allocations	
Total Number of Special Education Students	Number of FTE Teachers
1 to 15	1.0
16 to 25	2.0
26 to 45	3.0
46 to 55	4.0
56 to 65	5.0

### Exceptions/Restrictions

- Personnel funds are allocated as necessary to meet the specialized instruction needs of students and cannot be repurposed without consultation with, and approval by, the Division of Specialized Instruction (DSI).

### Point of Contact

- OTL Division of Specialized Instruction, [dcps.specialed@dc.gov](mailto:dcps.specialed@dc.gov)

### Helpful Resources

- <https://dcps.instructure.com/courses/2025/pages/teaching-and-learning-specialized-instruction>
- There are 9 of full time specialized program for a complete list and descriptions see: <https://dcps.instructure.com/courses/2025/pages/teaching-and-learning-specialized-instruction>

## 3.1.32 Strategy & Logistics Program

### Purpose

The School Strategy & Logistics (SSL) program allows participating schools to structure their non-instructional staff differently than other schools in order to increase operational efficiency and instructional gains. Schools must apply and be accepted to participate in this program.

### Allocation Guidance/Requirements

#### *Staffing (Personnel Services)*

All SSL schools will have a Director of Strategy & Logistics (DSL) or a Manager of Strategy & Logistics (MSL). SSL schools may also choose to add on Coordinators (CSL), and/or Assistants (ASL) or Strategy & Logistics, who will hold a broader and more flexible range of responsibilities than current, more narrowly-defined traditional roles (e.g. Registrar, Administrative Aide, Attendance Counselor, and Data Clerk). These roles will address current challenges in the following ways:

- More flexible position descriptions will allow principals to design front office and other operations roles that best meet the needs of their schools;
- Operations staff will be trained on all office duties to ensure appropriate capacity during the natural ebbs and flows of different seasons.

### Exceptions/Restrictions

- Schools must be accepted into the program to have the DSL or MSL position available for selection in school budgeting;
- All schools must have a DSL or MSL lead the operations work to participate. The SSL team will advise each principal whether it is appropriate for their school's operation to be led by a DSL or MSL based on student enrollment and other factors;
- Selected schools will work within their existing budgets to fund any positions they would like to add;
- Candidates for the DSL/MSL roles will need to successfully advance through a centralized selection process managed by the SSL Team. Principals will make final decisions about which candidates to hire from the recommended applicant pool.
- These roles do NOT support student behavior, climate/culture, or discipline work.

### Point of Contact

- Vashaunta Harris, Director of Strategic School Operations, [Vashaunta.Harris@dc.gov](mailto:Vashaunta.Harris@dc.gov)

## 3.1.33 Substitute Teachers

### Purpose

DCPS substitutes ensure that students receive continuous instruction throughout the school year. Substitutes provide coverage when teachers and educational aides are out on sick leave, administrative leave, extended leave, professional development opportunities, and vacancies.

### Allocation Guidance/Requirements

To ensure that all DCPS students have access to high-quality substitute coverage, schools will receive a DCPS centrally budgeted annual substitute allocation.

- Each school will receive a fixed amount of substitute requests to use throughout the school year based on the number of budgeted teachers and educational aides.
- The allocation will provide enough substitute coverage so that every teacher and educational aide can take all available sick leave in a given year (the substitute allocation does not account for extended leave and vacancy coverage, among other things).
- Schools will utilize the Substitute Allocation Dashboard to track their substitute usage. Schools that exceed their projected allocation throughout the year will be notified by the Office of Talent & Culture, and a member of Strategic Staffing will follow up with both the school leader and instructional superintendent directly.

### Exceptions/Restrictions

- Schools are required to submit requests to fill assignments for sick leave, administrative leave, extended leave, professional development opportunities, and vacancies into SmartFind Express for teachers and educational aides in order to secure a substitute.
- Schools are able to create a maximum assignment of 90 days for a substitute. Assignments can be renewed after a 90-day period if coverage is still required.

### Point of Contact

- Mike De Fabbo, Director, Strategic Staffing, [mike.defabbo@dc.gov](mailto:mike.defabbo@dc.gov)

### Helpful Resources

<http://dcps.dc.gov/page/substitute>

## 3.1.34 TLI Teacher Leaders

### Purpose

All TLI Teacher Leader positions have a content focus, and for the 2017-18 school year, these content areas of focus will be reflected in the position titles. The following roles will be available for schools:

- TLI Teacher Leader – English Language Arts
- TLI Teacher Leader – Math
- TLI Teacher Leader – Early Childhood Education
- TLI Teacher Leader – Special Education
- TLI Teacher Leader – Science

- TLI Teacher Leader – Social Studies
- TLI Teacher Leader – Culture

#### Allocation Guidance/Requirements

- Hours: Teacher Leaders (except in Year-Round Education schools) are full-time 10-month employees of their school.
- Calendar: Teacher Leaders will keep the calendar as dictated by their schools' guidelines.

#### Staffing (*Personnel Services*)

- The Office of Instructional Practice will provide all TLI Teacher Leaders with professional development during a Summer Intensive and throughout the school year.
- Teacher leaders serving in ELA, Math, Social Studies, or Science roles must pass through a content screen by spring 2017 in order to determine their eligibility for the role, unless they have previously served in the role and passed the applicable content screen

#### Exceptions/Restrictions

- All schools will be able to purchase this position for FY18.

#### Point of Contact

- Katie Burke, Director, LEAP Innovation and Design, [katie.burke@dc.gov](mailto:katie.burke@dc.gov)

#### Helpful Resources

Please refer to the SY17-18 LEAP Team Design Guide, distributed by the Office of Instructional Practice, for additional details about the TLI Teacher Leader role.

### 3.1.35 Teaching Residency Partnerships

#### Purpose / Mission:

DCPS teacher residency partnership programs prepare recent college graduates, career changers, and outstanding paraprofessionals to be highly effective teachers in DCPS schools. In collaboration with the DCPS Office of Instructional Practice (OIP), two residency partners, Urban Teachers and Relay, will train residents in DCPS classrooms alongside high-performing mentor teachers for an entire academic year, in preparation for assuming a lead teaching role in the second year of the program. At the conclusion of the residency, participants will receive their teaching certification and a Master's degree.

#### Allocation Guidance:

External funding covers the majority of the cost of training a resident. The remainder of the cost will be covered by schools incorporating the resident positions in their budgets, in place of (or in addition to) current educational aide positions. Please refer to the Teaching Residency Partnerships Guide for more information about budgeting for residents.

#### Urban Teachers Resident

In addition to the schools portion of the cost of a resident, schools are also required to contribute \$5,000 to Urban Teachers program cost for resident recruitment and selection, training, and coaching. Please note that Title II funds can be used to cover this contribution.

#### Relay Resident

For SY 2017-2018, the budget cost for each resident is the cost of a 10-month aide position at traditional year schools, and a 12-month aide position at extended year schools.

#### *Staffing (Personnel Services):*

In order to participate, schools must have at least one current educational aide / paraprofessional position that the school leader is willing to convert to a resident position or must be willing to create at least one new resident positions from other funding sources for SY 17-18.

#### *Exceptions / Restrictions:*

Schools must have the same number of exceptional teachers who would be committed to serving as mentor teachers, co-planning and co-teaching with residents in order for them to develop into strong novice teachers. Mentor teachers must have at least three years of teaching experience and be at the Established Teacher stage of LIFT, and preferably would be at the Advanced Teacher stage or above.

#### *Points of Contact:*

Constance Parham, Coordinator, Innovation and Design, Office of Instructional Practice,  
Constance.Parham@dc.gov

### **3.1.36 Technology Instructional Coach**

#### *Purpose*

The Technology Instructional Coach (TIC) works to increase the instructional use of technology to improve student outcomes.

#### *Allocation Guidance/Requirements*

Schools continue to have the option to budget Technology Instructional Coaches in FY18.

#### *Staffing (Personnel Services)*

The TIC facilitates the effective use of instructional technology into the teaching/learning process and its use throughout the curriculum. This individual coaches and models the effective use of technology, including blended learning, centered around the ISTE Educational Technology Standards and technology standards woven throughout Common Core and NGSS. TICs will receive coaching support from the Office of Teaching and Learning's Educational Technology department, but will be evaluated by the school. TICs must be available for a two-week intensive and ongoing district PD opportunities.

#### *Point of Contact*

Brian Pick, Chief, Teaching & Learning, brian.pick@dc.gov

### **3.1.37 Title Funds**

#### *Title I, Part A*

Title I funds are used for a variety of services and programs. 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 of 40 percent and above operate School-wide Title programs in which both Title I and II funds are consolidated with local funds into the total school budget and are used to fund highly qualified instructional teachers. Each of these schools must use their Comprehensive School Plan (CSP) as a guide to ensure that the federal requirements of these funds are met. Schools 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.

Within a Targeted Assistance school's budget, Title I funds are not consolidated with local funds. The term "Targeted Assistance" signifies that the services are provided to a select group of students who must be identified by using multiple, educationally related objective criteria" (MERC) that prioritizes for eligible students with the greatest need. **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;
- Development of reading and math intervention programs that target the most academically at-risk students;
- 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) that complement their Title I Parent Involvement allocation.

#### **Other allowable uses**

- Hire or contract personnel to provide student 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 professional development activities as described by the Every Student Succeeds Act (ESSA). 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 Title I and local funds to fund highly qualified instructional teachers. **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 subjects they teach, such as, English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography, and health and physical education courses;
- Are an integral part of a school-wide improvement plan;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards;
- Improve classroom management skills;
- Support training of highly 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 that 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; or
- Construct facilities.



## Parental Involvement Funds

### **Q. Is this a separate fund from my Title I allocation?**

A. Yes, while it is a part of the overall funding you receive from Title I, the Parental Involvement Funds are a separate allocation from your Title I Schoolwide or Targeted Assistance allocation and must only be used to support parental involvement activities.

### **Q. Where are my Title I Parental Involvement dollars in my school budget?**

A. For all Title I Schools, your Title I Parental Involvement Dollars are included in your total budget but must be allocated separately. One or more line items must be used to budget your full Title I, Parental Involvement allocation. Or schools may elect to contribute their allocation to a district wide initiative managed by the Office of Family and Public Engagement.

### **Q. What are appropriate uses for parental involvement money?**

A. An event does not qualify for funding from Title I parent involvement money simply because parents will be in attendance - for example, 5th grade graduation or volunteer awards ceremony. Parent involvement is specifically defined in ESSA to be used for helping families (1) become more informed about Title I program expectations, (2) learn ways to help their children improve their academic achievement, and (3) encourage parent participation in school activities where academic achievement is demonstrated. Expenditures should be planned in accordance with goals, objectives, and activities outlined in your school's Comprehensive School Plan. Parents of Title I participating children must be consulted regarding Title I and program implementation plans. Examples of allowable parent involvement expenditures with Title I funds include:

- Family literacy training
- Parenting skills building
- Meetings to engage parents in planning, development, and evaluation of Title I programs
- Professional development for parents to enable all children in the school to meet State performance standards, during the regular school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- Reasonable expenditures for refreshments or food at parent workshops and trainings, particularly when parent involvement activities extend through mealtime
- Instructional supplies and materials
- Equipment and books to create a lending library collection for parents
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions
- Postage, communications, and printing to provide ongoing outreach and information services to parents
- Contracts with community-based organizations to provide parent involvement services more appropriately provided by an external agency

### **Q. May Parental Involvement funds be spent on food and refreshments provided during parent meetings or training?**

A. Reasonable expenditures for refreshments are allowable. Typically, meetings over four hours may include a meal as well as meetings that extend through a mealtime.

## Point of Contact

- Jocelyn Basley, Deputy Chief, Federal Programs and Grants, [Jocelyn.Basley@dc.gov](mailto:Jocelyn.Basley@dc.gov)

## 4. ADDITIONAL GUIDANCE BY GRADE BAND

### 4.1 Elementary Schools / Education Campus Guidance

#### 4.1.1 Early Childhood

##### *Purpose*

Beginning in SY10-11, the Early Childhood Education Division (ECED) 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 PK3 and PK4. 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 PK) and blends funding sources (federal and local) to form a coherent and comprehensive system of high-quality services and supports for early childhood students.

##### *Allocation Guidance/Requirements*

##### *Staffing (Personnel Services)*

It is DCPS policy that every early childhood classroom (PK3, PK4, and mixed age) has one full-time teacher and one full-time aide. Staff-to-child ratios (1 adult to 10 children for 4 year olds, and 1 adult to 8 children for 3 year olds) must be maintained at all time. For Title I schools, this is mandated by federal and state requirements. Staff must be in the classroom during their tour of duty and available to fulfill instructional tasks whenever students are present. Although there are no federal requirements for Non-Title I schools, the staffing requirements are best practice and expected for all DCPS early childhood classrooms.

##### **Multi-Age Classrooms**

Mixed-age classrooms are allowed in early childhood programs to serve three- and four-year olds together. These classrooms cannot include children of kindergarten age, unless they are using the Montessori curriculum and the classroom configuration that has been approved by ECED.

##### **ECE Students with Special Needs**

To comply with IDEA's "child find" requirement, Early Stages identifies children with special needs who are not yet enrolled in school. If a child is eligible for an IEP, DCPS must provide an opportunity for the child to enroll. Consequently, a small number of seats are reserved in PK3 and PK4 classrooms in all DCPS schools. This provides a system-wide network of available placements into which DCPS can enroll children as close to their homes as possible. This work happens year round, so it is common that Early Stages placements may occur late in the year after the typical age cut off.

### Unique Programs

The following schools have a unique inclusion program (10:6): Amidon-Bowen ES, Burroughs ES, Cleveland ES, Francis Stevens EC, Garrison ES, and J.O. Wilson ES. These programs have the option of having one dually certified early childhood special education teacher and two instructional aides OR one general education teacher, one early childhood special education teacher, and one instructional aide.

Schools that are piloting the DC Teaching Residency (DCTR) Program will have staff allocations that combine ECE staff and DCTR staff.

### General Education Classroom Sizes

Class Type	Classroom Composition	Adult: Child Ratio
PK3	3-year-olds	2:16
PK4	4-year-old	2:20
Mixed Age	3 and 4 year olds. No more than 50% may be 3-year-olds.	2:17
ELS	3 and 4 year olds	2:10
10:6	3 and 4 year olds	3:16
CES	3 and 4 year olds	3:6

### *Goods & Services (Non-Personnel Services)*

All early childhood classrooms must use a research-based curriculum approved by the ECED. Approved curricula include: Creative Curriculum, Tools of the Mind, and Montessori. While Title I schools are provided a curriculum, ECED can provide training for new teachers and administrators at Non-Title I schools on Creative Curriculum or Tools of the Mind. However, Non-Title I schools are responsible for purchasing their own curriculum and materials.

### Centrally Funded School Supports

The HSSWM grant dollars are limited to support of positions and services that serve to enhance the quality of early childhood programs at Title I schools. For SY 17-18, all HSSWM schools will benefit from the following Central Office-based supports:

- *ECE LEAP Support:* Provide ECE-specific seminars and weekly observations for early childhood teachers at each school provided by Office of Instructional Practice.
- *ECE Curriculum and Assessment Support:* Provide training for new teachers and administrators on ECE curriculum and assessment, as well as additional curriculum and assessment support for all teachers and administrators through Technical Assistance (TA) request and after-hour professional learning sessions.
- *ECE Family Engagement Support:* Each school is assigned a Family Services Coordinator or Specialist to support family engagement and family support services. Staff members are available to assist schools in recruitment, enrollment, and attendance support for families with three and four-year-olds.
- *Early Childhood Field Trip Fund:* Head Start funding will support PK3 and PK4 classrooms in taking two field trips per year at all Title I schools.
- *Head Start (Title I) Supplies and Materials:*
  - *Health and Safety* – Head Start funding will be used to purchase health and safety supplies throughout the year. This includes, but is not limited to: pull-ups, wipes,

- cleaning products (non-custodial products), first-aid kits, toothbrushes and toothpaste.
- *Family Style Meals* – Title I schools utilize the lunch mealtime as instructional time. Head Start provides PK3 and PK4 classrooms with thermal Cambros, serving dishes and utensils, and cold and hot bags.
- *Curricular* - For new early childhood expansion classrooms, Head Start funding provides furnishings and instructional materials. Head Start also provides a limited amount of funding for replenishing furnishings, curriculum, and instructional materials before the start of each school year.
- *Consumables* - Head Start funds will support, to a lower degree, the replenishment of consumable early childhood classroom materials (paint, glue, crayons, markers, etc.).
- *ECE Grade Level Chairs* – Head Start Funds provide stipends and administrative premium for training of a grade level chair who supports the implementation and maintenance of Head Start requirements.

### Point of Contact

Early Childhood Division, (202) 698-1033 or [dcps.earlychildhood@dc.gov](mailto:dcps.earlychildhood@dc.gov)

## 4.1.2 Early Childhood Education (ECE) Scheduling

All early childhood classrooms in Title I schools must use a research-based curriculum approved by the ECE office. These include Creative Curriculum, Tools of the Mind, or Montessori.

Required Scheduling	Required Time
Specials	45 minutes
Recess	30-45 minutes
Family Style Meals	30 minutes
Toothbrushing	10 minutes
Nap/Rest Time (1 qualified staff and 1 volunteer or other staff will be supervising children to allow for staff breaks during this time.)	90 minutes - 3 year olds 60 minutes – 4 year olds
See ECE below for required componets of each curriculum for more details.	

### Inner Core (Specials)

Early childhood students should have access to 45 minutes of Inner Core (Specials) instruction per day. Specials should be scheduled at times that do not interrupt learning centers or small-group instructional time. When possible, it is recommended that specials should be provided in the classroom. 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. Aides will accompany students to specials in order to maintain required ratios.

Inner Core teachers and ECE teachers should regularly communicate to discuss current study or themes. Collaborative planning will provide an opportunity for children to engage in activities and materials that build on and integrate the work between their classroom and the Inner Core classroom (themes, projects, learning goals, etc.). In addition, specials teachers should use GOLD or the DC Early Learning Common Core Standards to drive planning for specials activities for ECE children.

Teachers should use the 45-minute Inner Core (Specials) period for planning. LEAP Leaders will utilize 90 minutes of teachers' planning time each week to facilitate LEAP modules. Schools have the flexibility to

divide up the time and the actual classes.

### Health and Nutrition

Title I early childhood classrooms should spend 30 minutes per day engaging students in a family style mealtime (students eat lunch in the classroom in a family style manner as outlined by Federal Head Start Guidelines). Title I early childhood classrooms should also spend 10 minutes per day supporting students in tooth brushing. The Early Childhood Education Division will provide materials and staff training around family style meals and tooth brushing.

### Point of Contact

Early Childhood Division, (202) 698-1033 or [dcps.earlychildhood@dc.gov](mailto:dcps.earlychildhood@dc.gov)

## 4.1.3 Elementary School Scheduling Requirements

At each DCPS elementary school and education campus, students in grades PK-5 will receive the following subjects each day with instruction beginning at 8:45 AM and ending at 3:15 PM:

Required Course	Required Time
Literacy Block	120 minutes
Math Block	90 minutes
Science or Social Studies	45 minutes
Specials	45 minutes
Lunch	30 minutes
Recess	20 minutes

Principals will use the remaining, flexible 40 minutes based on the needs of their students. Ultimately, principals will work with instructional superintendents to ensure the above requirements are met, and instructional superintendents will approve the school schedule.

### Literacy Block

The literacy block will follow the prescribed 120 minutes of instruction that has been in place for three school years.

### Math Block

Like the literacy block, the math block will follow the prescribed 90 minute structure.

### Science and Social Studies

Social studies or science is scheduled for 45 minutes each day. Principals may elect to structure these subjects in a variety of ways so that half the time is science and the other half is social studies. Examples include, but are not limited to, three days for one subject and then two days for the other, alternating each week; or alternating science and social studies daily or weekly.

### Inner Core (Specials)

Students will have 45 minutes of specials each day. Art, health, music, physical education and world language occur once/week at a minimum.

### *Remaining Flexible 40 Minutes*

The remaining flexible 40 minutes can be used for a variety of purposes depending on student needs. Examples include using this time 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, responsive classroom components, additional time for recess and additional time and specialized programming for Inner Core subjects including arts, physical education and world languages.

## 4.2 Guidance for Middle Schools

### 4.2.1 Continuing Middle Grade Investment

At DCPS, middle grades are viewed as an important transitional period, which can propel a student's academic, social/emotional growth, and overall development. Well-adjusted and prepared middle grade students are the key to a successful ninth grade transition, ultimately leading students to graduate high school in four years. The Middle Grades Initiative (MGI) was created to provide support to schools and assist in ensuring each sixth through eighth grade student enjoys a middle grades experience that is academically challenging, culturally enriching, and socially stimulating.

The following table outlines the schools who will participate in MGI in SY17-18.

SY17-18 MGI Middle Schools		
Brookland MS	Deal MS	Eliot-Hine MS
Hardy MS	Hart MS	Jefferson MS
Johnson MS	Kelly Miller MS	Kramer MS
MacFarland MS	McKinley MS	Sousa MS
Stuart-Hobson MS		

SY17-18 MGI Education Campuses		
Brightwood EC	Browne EC	Capitol Hill Montessori
Cardozo EC	Columbia Heights EC	LaSalle-Backus EC
Oyster-Adams Bilingual School	Raymond EC	River Terrace EC
School Without Walls	Takoma EC	Truesdell EC
Walker-Jones EC	West EC	Wheatley EC
Whittier EC		

### Allocation Guidance

#### *Staffing (Personnel Services)*

In FY18, each MGI school will continue to receive \$100,000 in Personnel funding to fund one high priority socio-emotional FTE such as Dean of Students, In-School Suspension Teacher, Extra Guidance Counselor, Attendance Counselor, or Social Worker. This socio-emotional staff position will ensure that the social and emotional needs of adolescents are met with a goal of always providing educational opportunities within the schoolhouse when suspensions occur.

### *Goods & Services (Non-Personnel Services)*

**Exposure and Excursions:** Middle grades are the best time for curious students to be exposed to offerings within the district and to travel regionally or internationally. It is also the time that they must be exposed to colleges and universities. Therefore, each grade level will attend a day-trip each quarter that coincides with academic units, cultural exposure or college awareness. Additionally, sixth and seventh graders will have the opportunity to participate in an overnight experience to a major city on the east coast. The trip will include a day on a university or college campus. As a culminating trip, eighth graders will have the opportunity to travel internationally over spring break. For all excursions, there will be academic, attendance and behavior requirements that must be met. Ultimately, our adolescents must be exposed to the wonders of the region, nation and world. Each MGI school will receive \$23,000 for local and out-of-town travel, including Metro farecards.

**Enrichment and Interventions:** Each MGI school should offer an array of clubs, with an emphasis on high performing clubs such as robotics, engineering, junior achievement, chess, debate, and student government. Double dosing of English and math can continue as interventions and the additional time allows Read 180 and the double dosing classes to not interfere with electives and other opportunities for middle grade students. To help support club or enrichment activities, each MGI school will receive \$5,000 for supplies and/or field trip and admission fees and \$5,000 in administrative premium to cover staffing costs to supervise club activities before and after school.

### *Exceptions/Restrictions*

Middle Grades Initiative funds are not permissible for petitioning or reprogramming.

### *Points of Contact*

- Renee Abdullah, Specialist, Special Projects, Office of the Chief of Schools, [Renee.Abdullah@dc.gov](mailto:Renee.Abdullah@dc.gov)
- Natasha Davis, Specialist, Special Projects, Office of the Chief of Schools, [Natasha.Davis@dc.gov](mailto:Natasha.Davis@dc.gov)
- Staci McDuffie, Manager, Special Projects, Office of Chief of Schools, [Staci.McDuffie@dc.gov](mailto:Staci.McDuffie@dc.gov)

## **4.2.2 Middle Grades Scheduling Guidance**

### *Non-Negotiable Course Offerings*

All students in grades 6<sup>th</sup> – 8<sup>th</sup> should receive the following 8 courses:

- English
- Math
  - Algebra I
- Social Studies
- Science
- Art/Music
- Health/PE
- World Language
- Intervention/Elective

### *Intervention Block Options and Electives*

- All 6<sup>th</sup> graders who are two or more grade levels below in reading should be placed in an intervention course.

- In 7<sup>th</sup> and 8<sup>th</sup> grades, students who are still two or more grade levels below in reading could be placed in an elective, but it is highly recommended they continue with an intervention. If progress was not made in the 6th grade intervention, school's RTI teams should assess the root causes and consider a different intervention.

### Additional Middle School Requirements and Guidance

- Each non-negotiable course should meet for a total of 7,560 minutes (126 hours) annually. Split courses such as art/music should each meet for 3,780 minutes (63 hours) minimum annually.
- Schedules should reflect consistent exposure throughout the year (e.g., students should take English all four terms).
- **Algebra 1:** All schools with grades 6-8 must offer at least one section of Algebra 1. In order for students to receive the high school credit, the course must be offered as yearlong at the 7<sup>th</sup> and 8<sup>th</sup> grade levels.
- **World Language:** All middle schools must offer at least one section of a World Language. In order for students to receive the high school credit, the course must be offered as yearlong at the 7<sup>th</sup> and 8<sup>th</sup> grade levels.

Any exceptions require joint approval of the Office of Teaching and Learning and Instructional Superintendent.

### Sample Schedules

#### Sample Schedule A

##### 8 Periods

Semesterize	Semester 1 Term 1	Semester 1 Term 2	Semester 2 Term 3	Semester 2 Term 4
Yearlong				
1 <sup>st</sup> Period	English			
2 <sup>nd</sup> Period	Mathematics			
3 <sup>rd</sup> Period	Intervention/Elective			
4 <sup>th</sup> Period	Science			
	Lunch/Recess			
5 <sup>th</sup> Period	World Language			
6 <sup>th</sup> Period	Health and Physical Education			
7 <sup>th</sup> Period	Social Studies			
8 <sup>th</sup> Period	Art/Music			

#### Sample Schedule B

##### 7 periods, 8 Day Rotating

Term 1								
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
1 <sup>st</sup> Period	English	WL	Intervention/ Elective	Health/PE	Art/Music	Science	Social Studies	Math
2 <sup>nd</sup> Period	Math	English	WL	Intervention/ Elective	Health/PE	Art/Music	Science	Social Studies



<b>3<sup>rd</sup> Period</b>	Social Studies	Math	English	WL	Intervention/ Elective	Health/PE	Art/Music	Science
<b>4<sup>th</sup> Period</b>	Science	Social Studies	Math	English	WL	Intervention/ Elective	Health/PE	Art/Music
<b>Lunch / Recess</b>								
<b>5<sup>th</sup> Period</b>	Art/Music	Science	Social Studies	Math	English	WL	Intervention/ Elective	Health/PE
<b>6<sup>th</sup> Period</b>	Health/PE	Art/Music	Science	Social Studies	Math	English	WL	Intervention/ Elective
<b>7<sup>th</sup> Period</b>	Intervention/ Elective	Health/PE	Art/Music	Science	Social Studies	Math	English	WL
<b>Does Not Meet</b>	WL	Intervention/ Elective	Health/PE	Art/Music	Science	Social Studies	Math	English

**Sample Schedule C**  
**4 periods A/B**

	<b>Day A MON</b>	<b>Day B TUE</b>	<b>Day A WED</b>	<b>Day B THUR</b>	<b>DAY A FRI</b>
<b>1<sup>st</sup> Period</b>	English	WL	English	WL	English
<b>2<sup>nd</sup> Period</b>	Math	Art/Music	Math	Art/Music	Math
<b>Lunch / Recess</b>					
<b>3<sup>rd</sup> Period</b>	Social Studies	Health/PE	Social Studies	Health/PE	Social Studies
<b>4<sup>th</sup> Period</b>	Science	Intervention/ Elective	Science	Intervention/ Elective	Science

## 4.3 Guidance for High Schools

### 4.3.1 Athletics and Activities Coordinator

#### Purpose

To continue our efforts to improve our graduation rate, DCPS will maintain the earlier high schools investments in FY18. In response to high school students' request, most high schools will be allocated a full-time Athletics and Activities Coordinator to oversee student clubs and sports programs and provide greater extracurricular opportunities for students. The purpose of the Athletics and Activities Coordinator is to provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic/activities program that fosters teamwork, discipline and sportsmanship. The Athletics and Activities Coordinator recognizes that athletic and club programs are vital components of a student's academic, social, emotional and physical development. As such, the Athletics and Activities Coordinator will work to ensure that their high school athletic programs reflect a quality experience for all of their participants. These experiences encompass high ethical standards, fairness, and equity for all student athletes, parents and coaches.

#### Allocation Guidance: *Staffing (Personnel Services)*

The Athletics and Activities Coordinator position is an ET-10 position, which is a full time position and therefore ineligible for extra duty pay or administrative premium.

The Athletics and Activities Coordinators will ensure that the student clubs, sports programs and other extracurricular activities operate smoothly, manage the budget for extracurricular and athletics programs, and oversee Title IX coordination and accountability at their high school.

To support these efforts, all comprehensive high schools and application high schools (except Ellington School for the Arts) listed in the table below will be allocated a full-time Athletics and Activities Coordinator.

SY17-18 Schools with Athletics and Activities Coordinators		
Anacostia HS	Ballou HS	Banneker HS
Cardozo EC	CHEC	Coolidge HS
Dunbar HS	Eastern HS	McKinley Tech HS
Phelps ACE HS	Ron Brown College Prep HS	Roosevelt HS
School Without Walls HS	Wilson HS	Woodson HS

#### Point of Contact

- Diana Parente, Executive Director of Athletics, Office of the Chief of Schools,  
[Diana.Parente@dc.gov](mailto:Diana.Parente@dc.gov)

### 4.3.2 Career Education

#### Purpose

DCPS currently offers federally funded Career Education Pathways (not including NAF Career Academies) that are rigorous, engaging, lead to college, culminate in industry-recognized certifications, and are supported by Industry Advisory Boards.

- Student Enrollment: Varies
- Staffing: At least one qualified teacher is needed for every Career Education program.
- Hours: Students participate in 3-4 themed courses in addition to core academic classes.
- Calendar: Programs start on the first day of school and end the last full day of school.
- Grade Levels: Career Education classes are offered to high school students in grades 9th through 12th; schools with 9th Grade Academies typically begin their NAF Academy courses in the 10th grade.
- Curriculum: The curriculum for the 3-4 themed courses is determined by the type of Career Education program; the College & Career Programs division provides guidance.

#### Allocation Guidance

##### *Staffing (Personnel Services)*

Each Career Education program requires at least one qualified teacher. These positions are locally-funded and are required to ensure sustainability of the programming, and principals must use the funds as allocated. The College and Career Programs Division in the Office of the Chief of Schools works with the School Funding team to ensure proper staffing levels are reflected in budget allocations.

##### *Goods & Services (Non-Personnel Services)*

Career Education programs are funded via the Carl D. Perkins Grant. The Career Education team handles the purchasing of supplies, professional development, equipment, marketing, and activities intended to

support the success of students in the program. The College and Career Programs Division provides direct guidance on use of Perkins Funds.

#### Exceptions/Restrictions

- Non-Personnel Services Funds must be spent on allowable uses according to Perkins Grant.
- Non-Personnel Services Perkins Grant funds cannot be used on office supplies for Career Education programming.

#### Point of Contact

- Erin Bibo, Deputy Chief, College and Career Programs, Office of the Chief of Schools, [erin.bibo@dc.gov](mailto:erin.bibo@dc.gov)

#### Helpful Resources:

- Career Education Website: <http://dcps.dc.gov/cte>

### 4.3.3 Computer Lab Extended Hours

#### Purpose

To accelerate our efforts to improve graduation rate, DCPS will continue the investments in high schools. Students face different school conditions and opportunities in the district's high schools. During public engagement meetings, parents and students shared that students want to have more time before and after school to access the computer lab. Students need this time to work on class assignments, complete online credit recovery, and work on other projects.

#### Allocation Guidance: *Goods & Services (Non-Personnel Services)*

To support this effort, DCPS will continue to provide every high school administrative premium funds that will pay for a teacher to monitor the computer lab for two hours every school day outside of normal school hours. This is approximately \$12,240 per school in administrative premium. Schools have the discretion to choose the best time to open the computer lab based on their students' needs and schedules.

#### Point of Contact

- Jane Spence, Deputy Chief, Secondary Schools, Office of the Chief of Schools, [Jane.Spence@dc.gov](mailto:Jane.Spence@dc.gov)

### 4.3.4 Evening Credit Recovery (ECR)

#### Purpose

Evening Credit Recovery (ECR) provides students who have fallen behind in necessary credits the ability to get back on track and graduate on time. In FY18, a total of 15 schools will receive ECR funds. On average, an ECR teacher position costs \$4,046 for 119 hours of ECR instruction. Instruction hours are typically distributed as follows: three hours of instruction and 0.5 hours of planning each day for 34 days.

#### Allocation Guidance

### Staffing (Personnel Services)

Staffing plans must consider the needs of individual schools based on student credit deficiencies and potential to increase cohort graduation rates and adhere to the following guidelines:

- An administrator must remain on site during ECR program hours.
- Teachers hired must teach for the entire class period over the entire term.
- Tour of Duty: Teachers are paid admin premium (\$34/hr) and paid for 3.5 hours per day, Monday through Thursday or may include Friday for the 18 week program.
- Program Structure:
  - ECR students may recover up to one credit per nine-week term or 18 week semester.
  - ECR classes meet for three hours per day, Monday through Thursday or may include Friday for 18 week programs.
  - ECR classes meet for the entire nine weeks or 18 weeks depending on program structure.
- Student Enrollment: Enrollment determines whether a class remains open for the term. Schools must fill 80% of seats for the course to be offered.
- Staffing: Staffing allocation is based on a 25:1 student-teacher ratio per classroom per term.
- Hours: Programs meet Monday–Thursday from 3:30–6:30 pm, with a teacher planning period from 6:30–7:00 pm or Monday–Friday from 3:30-5:30 pm, with a teacher planning period from 5:30-6:30 pm.
- Calendar: Programs start on the first day of Terms 1- 4 and continue to meet four days per week throughout the 9-week term or 5 days per week throughout the 18 semester.
- Grade Levels: ECR is accessible by all students in grades 9–12 provided that they have failed a course.
- Curriculum: ECR follows the same standards taught during original credit courses but follows an accelerated timeline.

The school-by-school allocations of admin premium funds described below are based on factors including, but not limited to:

- Student need for credit recovery opportunities;
- Promotion and graduation rates;
- FY17 ECR usage (Schools are required to fill 80 percent of seats offered, assuming a 25 seat class when examining previous fiscal year fund use); and
- Enrollment projections.

School	Required ECR Allocation	# Of Teachers
Anacostia HS	\$72,828	18
Ballou HS	\$80,920	20
Cardozo EC	\$56,644	14
Columbia Heights EC (CHEC)	\$56,644	14
Coolidge HS	\$52,598	13
Dunbar HS	\$56,644	14
Eastern HS	\$68,782	17
Incarcerated Youth Program	\$8,092	2
Luke C. Moore HS	\$64,736	16
Phelps ACE HS	\$24,276	6
Ron Brown College Prep HS	\$24,276	6

<b>Roosevelt HS</b>	\$64,736	16
<b>Washington Met HS</b>	\$48,552	12
<b>Wilson HS</b>	\$72,828	18
<b>Woodson, H.D. HS</b>	\$80,890	20
<b>Total</b>	<b>\$833,446</b>	<b>206</b>

*Note: High Schools not listed have insufficient student demand for ECR to efficiently run ECR sections at their campuses. As in the past, these schools, with support from Central Office, will arrange for students to enroll in and attend ECR courses at nearby schools offering ECR.*

### Exceptions/Restrictions

- Schools may design alternative staffing models that better meet their students' needs. However, approval from the instructional superintendent and the Student Academic and Athletic Support division of the Office of the Chief of Schools for alternative models is required.
- Funds should be exclusively used for supporting ECR programs.
- Principals may supplement their ECR allocation by using additional administrative premium funds 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.

### Points of Contact

- Tamara Covington, Specialist, Evening Credit Recovery, Office of the Chief of Schools, [tamara.covington@dc.gov](mailto:tamara.covington@dc.gov)
- Lisa Taylor, Director, Extended Services, Office of the Chief of Schools, [lisa.taylor@dc.gov](mailto:lisa.taylor@dc.gov)

## 4.3.5 High School Scheduling Requirements

### Master Schedule Uniformity/Uniformity of Options

There are certain parameters to scheduling that a school must adhere to:

- There must be 8 classes for each student unless schools have received prior approval for an exception. Unless an exception has been approved, one-credit classes must be taken for a full year. In other words, a one-credit class cannot be taken in a semester by doubling the time.
- The courses can be in a traditional setting (8 each day) or in a 4 period day. With a 4 period day, a school must utilize an A/B structure so that all 8 classes are taken over two days. In the case where a school has an 8 credit capture in an A/B structure and wants to add a ninth, skinny class, approval from the instructional superintendent is required.

Scheduling requirements are designed to ensure a rigorous set of course offerings across the district such that any student at any school can enroll in engaging electives and the appropriate classes for high school graduation.

### Current High School Graduation Requirements

(For Ninth Grade Entry)

<b>Subject</b>	<b>Credit</b>
Art	0.5 Credits
Electives	3.5 Credits

English	4.0 Credits
Health and Physical Education	1.5 Credits
Mathematics (including Algebra I, Geometry, Algebra II or equivalent and Upper Level Math)	4.0 Credits
Music	0.5 Credits
Science (including Biology, 2 lab sciences and 1 other science)	4.0 Credits
Social Studies (including World History I and II, US History, US Government, and DC History)	4.0 Credits
World Languages (both credits in the same language)	2.0 Credits
<b>Credit Total</b>	<b>24 Credits</b>

At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved “College Level or Career Prep” list (AP, IB, CTE courses and college-level courses). 100 hours of Community Service must be completed.

### Elective Offerings

In addition to courses required for graduation, every school must offer an engaging set of electives. DCPS has identified more than 35 different engaging electives and each school must have at least 20 of them offered each year. This will ensure students can participate in engaging electives without worrying about whether they would have to sacrifice credit if they moved between schools.

### Additional High School Requirements and Guidance

- Advanced Placement (AP):** Every comprehensive high school must offer at least eight AP courses in the 2017-2018 school year (including one in each of the four core content areas and AP Psychology).
  - Each course that is scheduled counts as a stand-alone course on the transcript and in the cumulative GPA calculation. Certain AP courses are designed with the possibility of a “linked” course; all AP science courses should be linked with a corresponding Lab course. AP English courses can be linked to an optional Extension course. Extensions and labs allow for additional time beyond the normal seat hours in a stand-alone AP course. However, each course receives separate credit and a separate grade that factors into the student’s GPA.
- International Baccalaureate (IB):** IB students will have a much different schedule. While they still need to fulfill graduation requirements, their schedule may substantially change based on the specific IB requirements.
- Career and Technical Education (CTE):** Every school that implements approved CTE programs of study will be required to:
  - Offer the full complement of courses necessary for students to complete CTE program study requirements;
  - Use the “opt-in” process for students who want to enter a Program of Study and appropriately code these students in ASPEN (Jane Doe at Ballou is a culinary student);
  - Schedule students who have formerly opted into a particular Program of Study sequentially through the Program of Study (Mass Media III cannot be taken until Mass Media I and II have been completed);
  - Schedule students in a way that will allow them to complete the full Program of Study prior to graduation;

- Award CLCP credit only to those students who have formerly opted into a Program of Study. No student is allowed to enroll in a Level III or Level IV CTE course that was not previously enrolled in a Program of Study and is working towards completion.
- **General Explorations:** Certificate Option students must participate in the three-part sequence for this course beginning in 10th grade and ending in 12th grade.
- **Self-Advocacy:** Certificate Option students must participate in the Self-Advocacy beginning in 10th grade and ending in 12th grade.
- **Doubling Up in the 9th Grade:** At times it is best to double up a math class (e.g., algebra with a math elective) or English class (e.g., English I with extended literacy) when a child has difficulty accessing grade level materials. No student should have a schedule that doubles up in both math and English. This would provide very little, if any, opportunities for other engaging classes.
- **English II and Geometry:** English II and Geometry must be full-year courses at all high schools or offered only during the second semester to align with PARCC testing. These courses will not be offered in evening credit recovery courses.
- **Social Emotional Learning:** All high school students will participate in courses specifically aimed at supporting social emotional growth.

## Grade Level Course Offerings by Subject

For each subject, specific classes must be offered in each high school.

### English

Grade	Classes	Notes
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>English 1*</li> <li>Pre-AP English 1</li> </ul>	
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>English 2*</li> <li>Pre-AP English 2</li> </ul>	
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>English 3 *</li> </ul>	AP Lit/AP Lang could replace English 3
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>English 4*</li> </ul>	AP Lit/AP Lang could replace English 4

\*Denotes a graduation requirement.

### Math

Grade	Classes	Notes
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Algebra I*</li> <li>Geometry</li> <li>Algebra II/Trig</li> </ul>	
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Geometry*</li> <li>Algebra II/Trig</li> <li>Pre-Calculus</li> </ul>	
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Algebra II/Trig*</li> <li>Pre-Calculus</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>	
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Pre-Calculus</li> <li>Probability/Statistics</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>	*One upper level math class is required for graduation

\*Denotes a graduation requirement.

### Social Studies

Grade	Classes	Notes
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>World History 1*</li> <li>Pre-AP World History</li> </ul>	
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>World History 2*</li> </ul>	AP World History may substitute for World History 2
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>U.S. History*</li> </ul>	AP U.S. History may substitute for U.S. History
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>D.C. History (0.5 credit)*</li> <li>U.S. Government (0.5 credit)*</li> </ul>	AP U.S. Government may substitute for U.S. Government

\*Denotes a graduation requirement.

### Science

Grade	Classes	Notes
9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Biology*</li> </ul>	
10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Pre-AP Chemistry</li> </ul>	
11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Physics</li> </ul>	
12 <sup>th</sup>	<ul style="list-style-type: none"> <li>Environmental Science,</li> <li>Anatomy and Physiology</li> <li>Earth Science</li> <li>Forensic Science</li> </ul>	An AP science class such as AP Biology, Chemistry or Physics could take the place of these classes, or any of the parallel classes in the previous years.

\*Denotes a graduation requirement.

### Health/PE

Every school must offer Level 1 Physical Education (PE1) and Level 2 Physical Education (PE2) along with Health (P26).

Grade	Physical Education	Health
9 <sup>th</sup>	Level 1 Physical Education – PE1*	Health- P26*
10 <sup>th</sup>	Level 2 Physical Education– PE2*	
11 <sup>th</sup>		
12 <sup>th</sup>		

\*Denotes a graduation requirement.

### World Language

Every school must offer the following sequence in at least two World Languages. Courses must be full-year, and students must take the required courses consecutively (i.e., students cannot take Level 1 in Grade 9 and Level 2 in Grade 12). Students should have completed a Level 1 World Language credit in middle school, and thus should enter high school prepared to start at Level 2. Before a school begins a sequence in a second language, the full sequence in the first language must be offered.

Grade	Entering HS with Level 1 Credit	Entering HS without Credit
9 <sup>th</sup>	World Language Level 2*	World Language Level 1*
10 <sup>th</sup>	World Language Level 3	World Language Level 2*
11 <sup>th</sup>	World Language Level 4/AP	World Language 3
12 <sup>th</sup>	World Language Content Course	World Language 4/AP

\*Denotes a graduation requirement.



## Art and Music

Every school must offer at least one visual art and one music course for graduation requirements:

Grade	Art	Music
9 <sup>th</sup>	Art A / Art B*	From Bach to Rap or General Music*
10 <sup>th</sup>		
11 <sup>th</sup>		
12 <sup>th</sup>		

\* Any of the approved elective courses will satisfy the graduation requirement.

## Electives

<b>Art Electives</b> <ul style="list-style-type: none"> <li>• Art History</li> <li>• Ceramics</li> <li>• Cinematic Arts</li> <li>• Dance Technique</li> <li>• Drama (Acting I)</li> <li>• Drawing &amp; Painting</li> <li>• Imaging</li> <li>• Sculpture</li> </ul>	<b>Music Electives</b> <ul style="list-style-type: none"> <li>• Choir sequence***</li> <li>• Concert Band sequence***</li> <li>• JROTC sequence**</li> <li>• Marching Band/Drum Line***</li> </ul>	<b>Social Studies Electives</b> <ul style="list-style-type: none"> <li>• African American History</li> <li>• Comparative Religion</li> <li>• Constitutional Law</li> <li>• Current Events (World Problems and Contemporary Issues)</li> <li>• Philosophy</li> <li>• Street Law</li> <li>• Student Government</li> <li>• Topics in Government (We the People)</li> </ul>
<b>Business Electives</b> <ul style="list-style-type: none"> <li>• BUILD</li> <li>• Economics</li> <li>• Financial Planning***</li> </ul>	<b>PE Electives</b> <ul style="list-style-type: none"> <li>• Health Problems of Urban Society</li> <li>• Individual Sports</li> <li>• Sports Medicine</li> <li>• Swimming</li> <li>• Team Sports</li> <li>• Weight Training (Body Conditioning &amp; Fitness)</li> </ul>	<b>Student Development</b> <ul style="list-style-type: none"> <li>• Debate</li> <li>• SAT Prep***</li> <li>• Tenacity: Professional Skills and Character Development</li> </ul>
<b>English Electives</b> <ul style="list-style-type: none"> <li>• African-American Literature***</li> <li>• Creative Writing</li> <li>• Journalism</li> <li>• Multicultural Literature</li> <li>• Public Speaking</li> <li>• Yearbook***</li> </ul>	<b>Science Electives</b> <ul style="list-style-type: none"> <li>• Marine Biology</li> <li>• Microbiology</li> <li>• Programming (Exploring Computer Science)</li> <li>• Psychology</li> <li>• Sociology</li> </ul>	

\*\* designates required if a school has JROTC.

\*\*\* designates a course as required at each comprehensive high school.

### 4.3.6 Junior Reserve Officer Training Corps (JROTC)

#### Purpose

Army Junior Reserve Officers' Training Corps (AJROTC), or Navy JROTC (collectively, "JROTC") is a dynamic, challenging and rewarding leadership development program based on the principles of performance-based, learner-centered education that promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, conflict resolution, and critical thinking techniques.

#### Allocation Guidance: *Staffing (Personnel Services)*

If a school offered the JROTC program in SY16-17, the school must provide the same programming in SY17-18. JROTC staff is an additional allocation provided to a school to support the JROTC program. As in past years, all DCPS JROTC programs must be staffed with two instructors:

- Senior Instructor (Teacher – JROTC Department Chairman) who is a commissioned officer; and
- Instructor who is a non-commissioned officer (Teacher – JROTC Instructor).

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. DCPS schools pay the average unit cost of a 10-month teacher position and the Department of Defense covers all additional salary and benefits.

#### Exceptions/Restrictions

All supplementary funding, such as uniforms, supplies, etc., will remain the responsibility of the Federal Government, purchased by the school Instructors.

#### Points of Contact

- Kia' V. Jones-Raye, Director, Academic Planning & Support, Office of the Chief of Schools, [kia.Jones2@dc.gov](mailto:kia.Jones2@dc.gov)
- Colonel (Retired) Martin Compton, Manager, JROTC, Office of the Chief of Schools, [martin.compton@dc.gov](mailto:martin.compton@dc.gov)

### 4.3.7 National Academy Foundation (NAF) Career Academies

#### Purpose

DCPS currently has nine NAF Academies across seven schools. In SY17-18, DCPS will open one more Academy at a tenth school, Coolidge HS. The Academies center around four themes: Engineering, Health Sciences, Hospitality, and Information Technology (IT), which are four of the highest wage, highest demand career sectors in the District. Embedded within the Academy model are strong college and industry partnerships, internships, and rigorous curricula that culminate in industry-recognized certifications. All Academies are supported by Industry Advisory Boards whose members include local business leaders. Nationally, NAF Academy students graduate high school, enroll in college, retain employment, and earn greater salaries at higher rates than their peers. NAF Academy programs adhere to the following guidelines:

- Student Enrollment: Varies depending on the school and the theme of the Academy.

- Staffing: 1 Director and 1 Coordinator for each Academy.
- Hours: Students participate in 3-4 themed courses as well as take certain core academic classes in cohorts at times, determined by a school's master schedule.
- Calendar: Programs start on the first day of school and end the last full day of school.
- Grade Levels: NAF Academies are offered to high school students in grades 9<sup>th</sup> through 12<sup>th</sup>; schools with 9<sup>th</sup> Grade Academies typically begin their NAF Academy courses in the 10<sup>th</sup> grade.
- Curriculum: The curriculum for the 3-4 themed courses is determined by the theme of the Academy (Engineering, IT, Health Sciences, or Hospitality).

## Allocation Guidance

### *Staffing (Personnel Services)*

Each Academy has a Director and College and Career Coordinator who work together to ensure that students are receiving direct and regular college and career advising and are connecting often with industry opportunities. These positions are required to ensure sustainability of the programming, and principals must use the funds as allocated.

### *Goods & Services (Non-Personnel Services)*

Academies will continue to receive \$55,000 in Academy Activity Funds. These funds may be spent on supplies, professional development, equipment, marketing, and activities intended to support the success of students in the program. The College and Career Programs Division in the Office of the Chief of Schools provides direct guidance on use of Academy Activity Funds.

## Exceptions/Restrictions

- Personnel Services Funds should be exclusively used for staffing the two administrators that each NAF Academy receives.
- Personnel Services and Non-Personnel Services Funds are not flexible and cannot be reduced or moved.

## Point of Contact

- Erin Bibo, Deputy Chief, College and Career Programs, Office of the Chief of Schools, [erin.bibo@dc.gov](mailto:erin.bibo@dc.gov)

## 4.3.8 Ninth Grade Academies (NGA)

### Purpose

Ninth Grade Academies help first-year ninth grade students successfully transition to and succeed in high school. This initiative, focused on supporting the academic, social and emotional needs of first-time ninth graders, is based on best practices, research, and successful programs in other urban school districts.

## Allocation Guidance

### *Staffing (Personnel Services)*

A portion of Title I funds will be allocated to select high schools for the DCPS Ninth Grade Academy program. All schools with an Academy will be allocated one full-time Ninth Grade Academy Assistant Principal using Title I funds. This Assistant Principal is assigned first and foremost to developing the academy, with other duties as time permits.

### *Goods & Services (Non-Personnel Services)*

Schools will also be allocated a specified amount of Title I funds for Non-Personnel Services (NPS). Schools will submit spend plans for Ninth Grade Academy NPS funds to include admin premium, supplies, and field trips.

Ninth Grade Academies NPS Allocations for SY17-18			
School	Admin Premium	Supplies	Field Trips
Anacostia HS	\$30,000	\$10,000	\$9,000
Ballou HS	\$40,000	\$10,000	\$9,000
Cardozo HS	\$20,000	\$10,000	\$9,000
Coolidge HS	\$20,000	\$10,000	\$9,000
Dunbar HS	\$30,000	\$10,000	\$9,000
Eastern HS	\$40,000	\$10,000	\$9,000
Ron Brown College Prep HS	\$30,000	\$10,000	\$9,000
Roosevelt HS	\$30,000	\$10,000	\$9,000
Woodson HS	\$30,000	\$10,000	\$9,000

### Exceptions/Restrictions

- Funds should be exclusively used for staffing Ninth Grade Academy.
- Funds are not flexible and cannot be reduced or moved to serve another purpose.

### Points of Contact

- Chrisanne LaHue, Director, Ninth Grade Academies, Office of the Chief of Schools, [Chrisanne.Lahue@dc.gov](mailto:Chrisanne.Lahue@dc.gov)
- Sherri Davis, Coordinator, Ninth Grade Academies, Office of the Chief of Schools, [Sherri.Davis@dc.gov](mailto:Sherri.Davis@dc.gov)

## 4.3.9 Opportunity Academies and Pathways Guidance

### Purpose

For FY18, DCPS is prioritizing supporting over-aged, under-credited (OA/UC) students towards earning a high school diploma and achieving postsecondary success. This includes students at our four Opportunity Academies as well as OA/UC students at our comprehensive high schools.

SY17-18 Opportunity Academies	SY17-18 Comprehensive High Schools
<ul style="list-style-type: none"> <li>Ballou STAY</li> <li>Roosevelt STAY</li> <li>Luke C Moore</li> <li>Washington Met</li> </ul>	<ul style="list-style-type: none"> <li>Anacostia</li> <li>Ballou</li> <li>Cardozo</li> <li>Columbia Heights</li> <li>Coolidge</li> <li>Dunbar</li> <li>Eastern</li> <li>Roosevelt</li> <li>Wilson</li> <li>Woodson</li> </ul>

Each comprehensive high school is expected to monitor the progress of all over-aged, under-credited students who are off-track to graduation. This work is facilitated by the Pathways Coordinators at the schools.

## Allocation Guidance

### *Staffing (Personnel Services)*

A Pathways Coordinator is allocated to serve as the primary point of contact at each comprehensive high school and each Opportunity Academy. The Pathways Coordinator is a dedicated staff member charged with ensuring all OA/UC students complete individualized learning plans and are scheduled properly. This position will also monitor OA/UC students' credit accumulation and promotional status with the goal of improving both. The Pathways Coordinator model is outline below.

### *Goods & Services (Non-Personnel Services)*

**Opportunity Academy Programming:** \$150,000 will appear on each of the Opportunity Academy's initial budget allocation but will not be loaded directly onto school budgets because we will be contracting centrally with partners to support your staff as a network. All Opportunity Academies will receive professional development and programming investments in the following areas:

- Individualized academic programming through Summit Personalized Learning
- Technology to support personalized learning
- Social emotional learning curriculum and support
- Robust college exposure and readiness through College Summit
- Extension beyond the walls of the building (project-based, expeditionary learning)
- Official athletic teams with the DCIAA

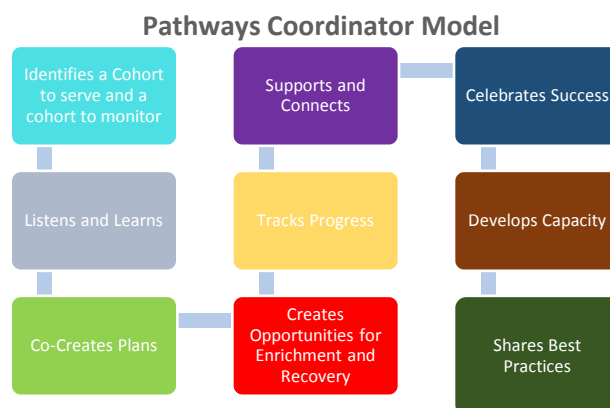
### *Exceptions/Restrictions*

Pathways Coordinator positions are required and may not be reprogrammed or repurposed. This is a designated role that may not be combined with other positions at the school.

### *Point of Contact*

Sarah Navarro, Director, Pathways, Office of the Chief of Schools, [sarah.navarro@dc.gov](mailto:sarah.navarro@dc.gov)

## Helpful Resources



### 4.3.10 Twilight Academy

#### Purpose

Research shows that the majority of students who drop out are over-age and under-credited. Twilight Academy serves these students by providing an alternative setting within their home school to recover credits and get the students back on track. Twilight Academy students participate in a later school day from 3:30-7:00 pm that offers smaller class sizes and intense support from a team of teachers. Students can enroll in Twilight Academy as a stand-alone program or in addition to their regular coursework during the normal school day. Last year, students who enrolled in a Twilight Academy had a lower suspension rate and a higher credit-earning rate than they did before entering the program.

#### Allocation Guidance

##### *Staffing (Personnel Services)*

Eastern SHS and Anacostia SHS will receive one full-time Twilight Academy Coordinator, which will be Title I funded.

##### *Goods & Services (Non-Personnel Services)*

In addition, Eastern SHS and Anacostia SHS will each receive \$15,000 in administrative premium to support program costs, which will be Title I funded.

#### Exceptions/Restrictions

- Funds should be exclusively used for staffing Twilight Academy.
- Funds are not flexible and cannot be reduced or moved to serve another purpose.
- Dunbar SHS provides a Twilight program utilizing their own funding sources. However, the oversight for Twilight programming at Dunbar SHS will continue to be implemented by the school leadership, the instructional superintendent, Twilight Coordinator, and the Policy and Legal Strategy Team.

#### Point of Contact

- Tamara N. Covington, Specialist, Student Academic and Athletic Support, Office of the Chief of Schools, [Tamara.Covington@dc.gov](mailto:Tamara.Covington@dc.gov)

#### Helpful Resources

- Twilight Programming is coded in the student database as TW. The suffix TW is tagged on each student and the course description for all three sites to identify and collect student data, as it pertains to Twilight programming.
- The Policy and Legal Strategy Team's Data Validation and Reporting unit (DVR) will conduct an audit of Twilight records each term. The schools will provide rosters, documents, data and corrective actions when necessary.

## 5. APPENDIX

### 5.1 Washington Teachers Union (WTU) Contract and Classroom Requirements

#### Individualized Education Programs (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 additional student (WTU Contract 23.13.2.4, 24.5.5). The current administrative premium rate is \$34/hour (WTU Contract 36.8.2). For example, if a special education teacher acts as case manager for 16 students with IEPs he/she will receive \$102 per year (3 hours of administrative premium pay); for 17 students with IEPs he/she will receive \$204 per year (6 hours of administrative premium pay), and so on.

#### Acceptable Reasons for Altering Class Sizes

Schools should make a reasonable effort to meet the classroom size requirements set forth in 23.13 of the WTU Contract. 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 in the Early Childhood section (4.1.2) for any reason.

## 5.2 Rationale Template for Departing from LSAT or Personnel Committee (PC) Recommendation

### *Instructions*

Principals, please list below your reason(s) for departing from: (1) The Local School Advisory Team's (LSAT) recommendation as to the area of certification to be affected by an excessing division and/or (2) the Personnel Committee's (PC) recommendation as to the individual employee to be affected by an excessing decision. Complete one form for each instance in which you've deviated from an LSAT or PC recommendation. Please provide your completed form(s) to your staffing specialist.

LSAT or PC Recommendation:	
Principal's Final Decision:	
Reason(s) for Departure:	

Principal Name: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Upon completion by the Principal, this form should be submitted to the Strategic Staffing team.



## 5.3 Average Teacher Salary

Description	Line Item	Funding Information	FY17 Cost Per WTU	FY17 Budget	FY18 Cost Per WTU	FY18 Budget
Mutual Consent Excessing Options	Extra Year Option	Salary (111)	\$572	\$2,653,999	\$612	\$2,844,522
		Fringe (147)	\$24	\$ 110,316	\$33	\$ 152,018
	Early Retirement Option (VEBA)	Contractual Services (409)	\$367	\$1,700,000	\$366	\$1,700,000
	Buyout Option	Additional Gross Pay (173)	\$59	\$ 275,000	\$55	\$ 255,000
IMPACT Bonuses	IMPACT Bonuses	Additional Gross Pay (138)	\$2,157	\$ 10,000,000	\$2,818	\$ 15,000,000
Background Checks	Drug & Alcohol Testing	Contractual Services (409)	\$65	\$ 300,000	\$32	\$ 230,000
	Fingerprinting Screen	Contractual Services (409)	\$39	\$ 180,000	\$34	\$ 245,000
	Fitness for Duty/FMLA Verification	Contractual Services (409)	\$5	\$21,000	\$3	\$21,630
Employee Support	Start-Up Supplies	General Supplies (210)	\$200	\$ 927,200	\$200	\$ 927,200
	ADA Accommodations	Contractual Services (409)	\$16	\$75,000	\$6	\$45,320
		Equipment (710)	\$4	\$20,000	\$3	\$20,000
	WTU Tuition Reimbursement	Tuition (419)	\$12	\$56,250	\$9	\$40,000
	International Visas	Contractual Services (409)	\$9	\$40,000	\$9	\$40,000
	Employee Assistance Services	Contractual Services (409)	\$6	\$29,865	\$6	\$40,000
Stipends	DINR Bonus	Stipends (506)	\$53	\$ 247,000	\$48	\$ 225,000
	Department Chair Stipends	Additional Gross Pay (132)	\$137	\$ 635,500	\$118	\$ 550,000
School-Based Costs	Substitutes	Salary (111)	\$1,833	\$8,500,000	\$2,152	\$ 10,000,000
		Contractual Services (409)	\$7	\$32,000	\$7	\$34,265
	Enrollment Reserve	Salary (111)	\$1,510	\$7,000,000	\$971	\$7,000,000
		Fringe (147)				
			\$7,076	\$ 32.8M	\$ 7,474	\$ 38.4M
			\$76,413	Benefits at 13.5%	\$ 78,105	Benefits at 15.5%
			\$86,729		\$ 90,211	
			\$93,805		\$ 97,685	

## 5.4 FY18 Item Catalog

Title	Item Cost	Pay Plan	Pay Grade	IC Type
<b>Principal</b>	\$171,051	ET	61 62 63	School Leadership
<b>Assistant Principal - Intervention (API)</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Other</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - English Language Arts (ELA)</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Literacy (APL)</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Math</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Science</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Social Studies</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Special Education</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - Ninth Grade Academy</b>	\$138,141	ET	8	School Leadership
<b>Assistant Principal - School Improvement Grant (SIG)</b>	\$138,141	ET	8	School Leadership
<b>Dean of Students</b>	\$ 99,285	ET	10	School Leadership
<b>Teacher - PK3</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Early Childhood Education Positions (ECE)
<b>Teacher - PK4</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Early Childhood Education Positions (ECE)
<b>Teacher - PK3/PK4 (Mixed Age)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Early Childhood Education Positions (ECE)
<b>Aide - Early Childhood</b>	\$28,915 (10mo) \$39,171 (12mo)	EG	4	Early Childhood Education Positions (ECE)
<b>Teacher - Kindergarten</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers

<b>Teacher - 1st Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 2nd Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 3rd Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 4th Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 5th Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 6th Grade</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Middle Grade Investment</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Career/Tech Ed (CTE)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Career/Tech Ed (CTE - Perkins Funded)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Computer</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - English</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Math</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Reading</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Reading - School Improvement Grant (SIG)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Resource</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Science (Biology)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers

<b>Teacher - Science (Chemistry)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Science (General)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Science (Physics)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - STEM</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Social Studies</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - Vocational Ed (12mo &amp; 12mo Perkins)</b>	\$ 90,364	EG	9	General Education Teachers
<b>Teacher - JROTC (Senior)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - JROTC (Junior)</b>	\$ 87,556	EG	9	General Education Teachers
<b>Teacher - Schoolwide Enrichment Model (SEM)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Culture</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Early Childhood Education</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - English Language Arts (ELA)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Math</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Science</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Social Studies</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>TLI Teacher Leader - Special Education</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers
<b>Teacher - 2nd Chance Academy</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	General Education Teachers

<b>Teacher - Non-Categorical Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Early Learning Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Communication &amp; Education Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Early Childhood Communication &amp; Education Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Behavior &amp; Education Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Sensory Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Inclusion/Resource Services</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Independence &amp; Learning Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Specific Learning Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Teacher - Medical &amp; Education Support Program</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Special Education Positions
<b>Director - Special Education (DSE)</b>	\$116,787	ET	6	Special Education Positions
<b>Manager - Special Education (MSE)</b>	\$ 97,133	ET	10	Special Education Positions
<b>Coordinator - Special Education (CSE)</b>	\$100,365	ET	10	Special Education Positions
<b>Aide - Special Education</b>	\$28,915 (10mo) \$39,171 (12mo)	EG	4	Special Education Positions
<b>Teacher - ELL</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	English Language Learners Positions (ELL)
<b>Aide - ELL</b>	\$28,915 (10mo) \$39,171 (12mo)	EG	4	English Language Learners Positions (ELL)
<b>Guidance Counselor - 11mo (Bilingual)</b>	\$111,571	ET	15	English Language Learners Positions (ELL)

<b>Guidance Counselor - 10mo (Bilingual)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	English Language Learners Positions (ELL)
<b>Teacher - Art</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Related Arts
<b>Teacher - Music</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Related Arts
<b>Teacher - Health/Physical Education</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Related Arts
<b>Teacher - World Language</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Related Arts
<b>Teacher - Performing Arts/Drama</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Related Arts
<b>Aide - Kindergarten</b>	\$28,915 (10mo) \$39,171 (12mo)	EG	4	Classroom Instructional Support Positions
<b>Aide - Instructional - (10mo)</b>	\$28,915 (10mo) \$39,171 (12mo)	EG	4	Classroom Instructional Support Positions
<b>Urban Teacher Residency</b>	\$33,915 (10mo) \$46,281 (12mo)	EG	4	Classroom Instructional Support Positions
<b>Psychologist</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Social-Emotional Positions
<b>Social Worker</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Social-Emotional Positions
<b>Social Worker - School Improvement Grant (SIG)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Social-Emotional Positions
<b>Behavior Technician</b>	\$ 45,222	EG	5	Social-Emotional Positions
<b>Guidance Counselor - 11mo</b>	\$111,571	ET	15	Social-Emotional Positions
<b>Guidance Counselor - 10mo</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Social-Emotional Positions
<b>Coordinator - In-School Suspension (ISS)</b>	\$ 54,098	EG	7	Social-Emotional Positions
<b>Attendance Counselor</b>	\$ 58,487	EG	9	Social-Emotional Positions

<b>Coordinator - Student Resource</b>	\$100,365	ET	10	Social-Emotional Positions
<b>Instructional Coach - School Improvement Grant (SIG)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Instructional Coach</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Instructional Coach - English Language Arts (ELA)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Instructional Coach - Math</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Coordinator - Program</b>	\$100,365	ET	10	Schoolwide Instructional Support Positions
<b>Intervention Coach</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Intervention Coach - School Improvement Grant (SIG)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Coordinator - Academy</b>	\$100,365	ET	10	Schoolwide Instructional Support Positions
<b>Coordinator - Intl Baccalaureate</b>	\$100,365	ET	10	Schoolwide Instructional Support Positions
<b>Coordinator - Athletic and Activities</b>	\$100,365	ET	10	Schoolwide Instructional Support Positions
<b>Specialist - Reading</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Specialist - Transition</b>	\$ 72,331	EG	12	Schoolwide Instructional Support Positions
<b>Technology Instructional Coach (TIC)</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Aide - Computer Lab</b>	\$ 47,259	EG	6	Schoolwide Instructional Support Positions
<b>Coordinator - Computer Lab/Technology</b>	\$ 52,445	EG	9	Schoolwide Instructional Support Positions
<b>Specialist - Technical Support</b>	\$ 99,149	ET	9	Schoolwide Instructional Support Positions
<b>Director - NAF Academy</b>	\$134,027	ET	6	Schoolwide Instructional Support Positions

<b>Coordinator - NAF Academy</b>	\$100,365	ET	10	Schoolwide Instructional Support Positions
<b>Manager - NAF Academy</b>	\$ 97,133	ET	8	Schoolwide Instructional Support Positions
<b>Specialist - Library/Media</b>	\$97,685 (10mo) \$108,265 (12mo)	ET	15	Schoolwide Instructional Support Positions
<b>Aide - Library/Technology</b>	\$ 42,785	EG	4	Schoolwide Instructional Support Positions
<b>Administrative Officer</b>	\$ 89,216	EG	12	Administrative
<b>Business Manager</b>	\$ 75,970	EG	11	Administrative
<b>Registrar</b>	\$ 47,542	EG	5	Administrative
<b>Clerk</b>	\$ 40,471	EG	4	Administrative
<b>Aide - Administrative</b>	\$ 55,700	EG	7 9	Administrative
<b>Coordinator - Parent</b>	\$ 52,445	EG	9	Administrative
<b>Director - Strategy &amp; Logistics (DSL)</b>	\$116,787	ET	6	Administrative
<b>Manager - Strategy &amp; Logistics (MSL)</b>	\$ 97,133	ET	10	Administrative
<b>Coordinator - Strategy &amp; Logistics (CSL)</b>	\$ 86,686	ET	13	Administrative
<b>Assistant - Strategy &amp; Logistics (ASL)</b>	\$ 53,407	EG	7	Administrative
<b>Custodial Foreman</b>	\$ 67,656	SW	1 3 5	Custodial Staff
<b>Custodian (RW-5)</b>	\$ 51,186	RW	5	Custodial Staff
<b>Custodian (RW-3)</b>	\$ 41,134	RW	3	Custodial Staff
<b>Afterschool Coordinator</b>	\$ 86,617	EG	11	Afterschool Programs



## Non-Personnel Services (NPS) Item Catalog

CSG Code	Title	Good Example
<b>201</b>	Office Supplies	Staplers, copy paper
<b>202</b>	Custodial Supplies	Ice melt, toilet paper, hand soap
<b>203</b>	Health Supplies	
<b>204</b>	Educational Supplies	School supplies, guided reading materials
<b>205</b>	Recreational Supplies	For H/PE Consumables
<b>207</b>	Clothing and Uniforms	
<b>209</b>	Food and Provisions	
<b>210</b>	General Supplies	For Related Arts Consumables and Pool Supplies ONLY
<b>219</b>	Ed Tech and System Support	USB storage, cables, mice
<b>401</b>	Local Travel (staff)	Staff Metro farecards, staff chaperons on local field trips with students
<b>402</b>	Out of City Travel (staff)	Staff Plane Tickets, staff travel as chaperons on International trips and out-of-state trips with students.
<b>408</b>	Professional Development	
<b>409</b>	Contractual Services	
<b>471</b>	Local Student Travel	Local travel to museums, Metro farecards, local MGI Enrichment and Excursions visits
<b>472</b>	Out-of-Town Student Travel	International and out-of-state travel
<b>411</b>	Printing	Pamphlets, fliers
<b>414</b>	Advertising	
<b>418</b>	Electronic Learning	ST Math, Lexia
<b>419</b>	Tuition for Employee Training	
<b>424</b>	Conference Fees (Out of City)	

<b>507</b>	Stipends	For non-school based only (example: students, parents, outside volunteers)
<b>701</b>	Furniture & Fixtures	
<b>702</b>	Equipment and Machinery (Large Purchases)	Technology and equipment over \$5,000
<b>708</b>	Library Books	
<b>709</b>	Textbooks	Any non-pedagogical books that stay in school but not the library
<b>710</b>	Equipment and Machinery (Small Purchases)	Technology and equipment under \$5,000
<b>712</b>	E-books	Kindles, Electronic Textbooks



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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