

School Budget Development Guide

Fiscal Year 2017 (FY17)

School Year 2016 - 2017 (SY 16-17)

Updated: February 19, 2016

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. WHAT'S NEW IN FISCAL YEAR 2017?

Dear District of Columbia Public Schools Community:

I am pleased to share with you the DCPS budget priorities for Fiscal Year 2017 (FY17), as well as your school's allocation for next school year. This year, we started the budget development process by identifying persistent challenges facing our students and schools, and asking for your guidance on how best to address those challenges. Through parent surveys, a public hearing, Local School Advisory Team (LSAT) meetings, and even a student hearing, we received input that significantly influenced our investments for the 2016-2017 school year.

To start, I want to highlight a major improvement to the budget timeline itself. We launched budget season in October, a full three months earlier than usual, to give our school communities, LSATs, and school leaders more time to make thoughtful budget decisions. With two additional weeks for school budget planning, LSATs and school leaders can better align resources to their goals for their students in a deliberate and data-driven way.

In the last seven years, DCPS provided schools with more money each year, culminating in an increase of 22 percent for school budgets, while Central Office funding has remained flat. Our investments over the last several years include:

- \$17.5 million in music, art, world language, physical education, and other courses in elementary schools;
- \$12.7 million in elective courses, more core curriculum offerings, excursions and enrichment opportunities, and social and emotional services in middle schools; and
- \$14.5 million in expanding AP courses, extra-curriculars, athletics, and career academies in high-wage, high-growth fields such as engineering, hospitality, and technology.

Additionally, the budget allocation for teachers has increased by 14 percent since Fiscal Year 2013 (FY13). This investment in the teaching force enabled DCPS to retain 93 percent of its highly effective teachers and expand our work force in response to new course offerings for students.

This year, our budget is designed to maintain these investments and meet rising fixed costs while also investing in three key priorities: (1) Extended Year Education, and (2) Alternative schools and (3) New schools and programs.

Extended Year Education

Ten elementary and middle schools will offer extended year in School Year 2016-2017 (SY 16-17). Extending the school year will give our students the equivalent of an extra year of learning by 8th grade, and will minimize summer learning loss. In addition to more time, these schools will receive additional resources to support social emotional needs of students, pre-k learning, and teacher development. The 10 schools moving to extended year are: Garfield Elementary School, H.D. Cooke Elementary School, Hart Middle School, Hendley Elementary School, Johnson Middle School, Kelly Miller Middle School, King Elementary School, Randle Highlands Elementary School, Thomas Elementary School, and Turner Elementary School.

Alternative Schools

We also asked for input on how to reduce the dropout rate and make sure that every one of our high school students is on track toward graduation, college, and career. In SY 16-17, our investments will include individual plans for every over-age, under-credited high school student to reach graduation and beyond at traditional high schools, with support from a new position in each school. Additionally, we are revamping programs at alternative high schools (Luke C. Moore High School, Washington Metropolitan High School, Ballou STAY High School, and Roosevelt STAY High School) with the same individualized, dedicated support, as well as an emphasis on social-emotional learning and career pathways.

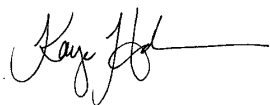
New Schools and Programs

In addition to our key priorities, we also plan to open four new programs for SY 16-17. First, the Empowering Males High School will open at the Ron Brown campus in Ward 7 with 150 students in its 9th grade class. Second, we will open MacFarland Middle School with a 6th grade Dual Language program. The school will be located in the MacFarland Middle School facility and will ultimately grow into a full neighborhood middle school in SY 18-19. Third, we are launching the re-envisioned Roosevelt Senior High School with a global studies focus and a new Dual Language 9th grade program. Roosevelt will remain a neighborhood school and will move into its newly modernized facility in August 2016. Additionally, we will introduce a Spanish Dual Language program at Houston Elementary School in PreK-3. This program will also grow a grade each year until it is a full-school model. Lastly, Eliot-Hine Middle School will provide a rigorous curriculum as an International Baccalaureate school.

As a district, we continue drive toward the five Capital Commitment goals we set in 2012: better student outcomes, improved student achievement in our 40 lowest-performing schools, increased graduation rates, improved student satisfaction, and rising student enrollment. While we have made incredible progress toward these goals, we cannot accept that more than half of our young people are still not on track for college and career. Friends, we have so much more work to do.

This year, we continue to put our resources toward our greatest challenges. Thank you for the ideas and energy you brought to the table as we made these plans. Now our teams are ready to support your school communities as you prepare your budgets to best serve students in the year ahead. This work is impossible without your wisdom, passion, and relentless drive to set our children up for the success they deserve. I am so proud to have you as partners.

With sincere appreciation,



Kaya Henderson



2. HOW DOES THE DCPS BUDGET PROCESS WORK?

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:



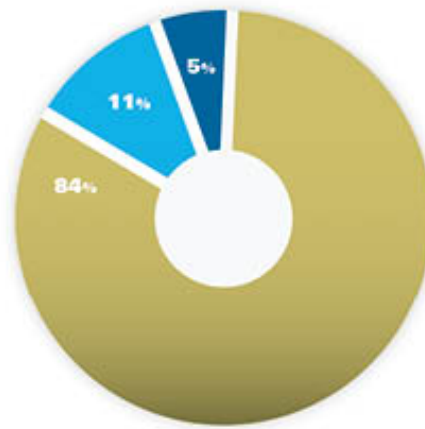
Central
 District governance and management of support services (e.g. Human Resources, Office of Chief Financial Officer)



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



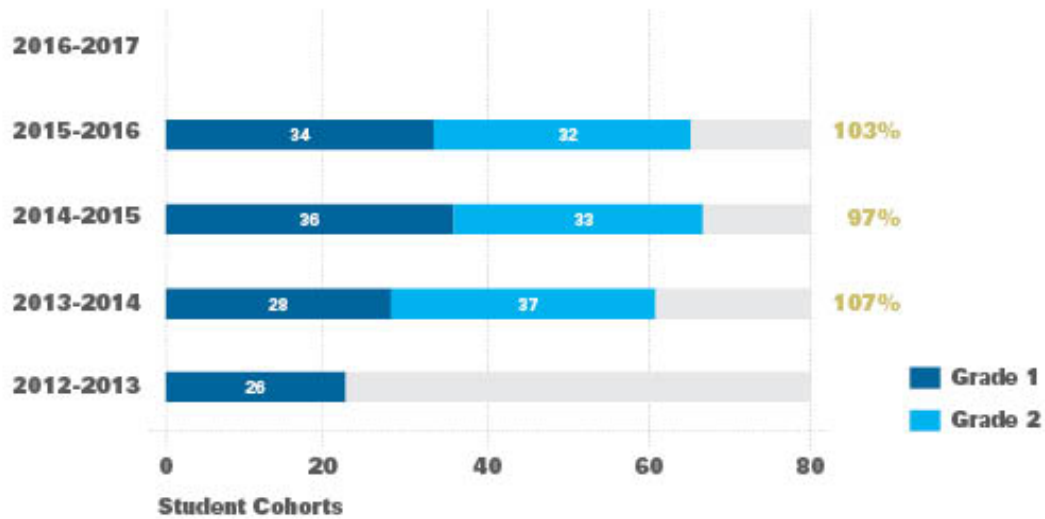
School
 All staff, services, and materials directly in a school's budget



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 6th and 9th, we take the following approach: **1. Cohorts**, **2. Survival**, and **3. Rounding**.



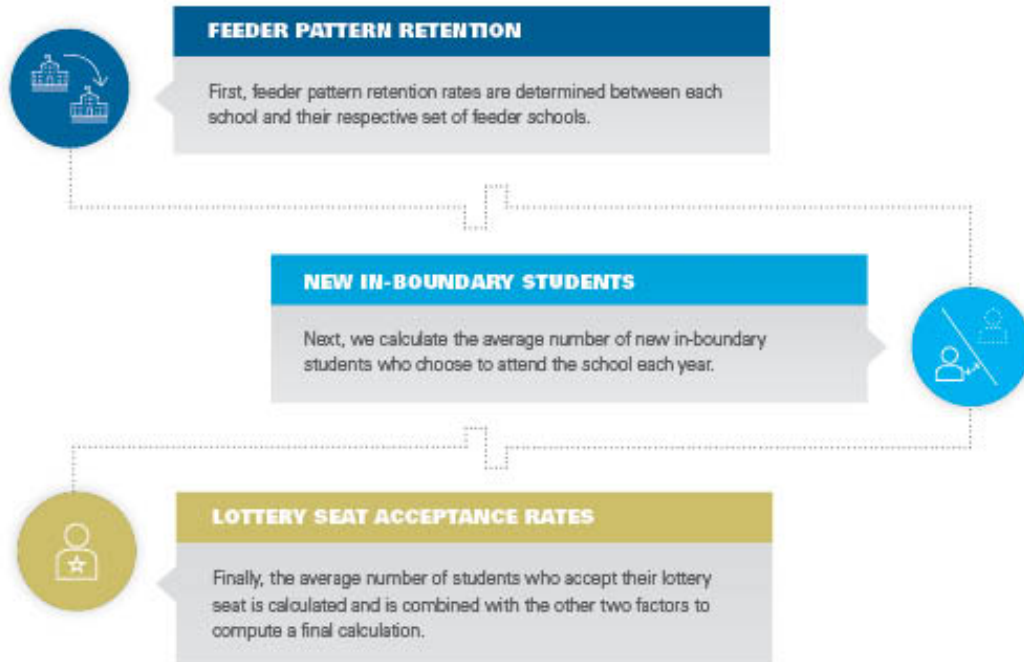
The 'survival ratios' are then averaged together to account for fluctuations in each year, and multiplied against the rising grade level:

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

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 6th and 9th 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.

PK3

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.

PK4

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.

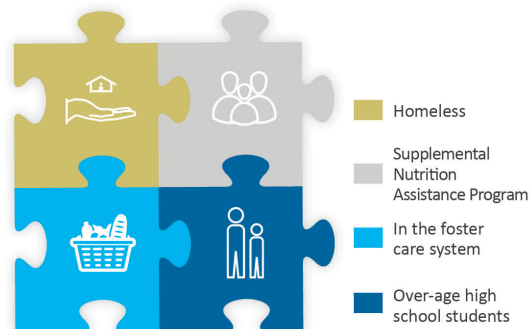
2.3 Calculating At-Risk

In 2014, the USPPF 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 is always working to make the budget development process transparent and accessible. This year the School Funding Team is continuing two new major initiatives to improve the budget development process.

DCPS Interactive Data Center (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 FY17 budgets.

DCPS School Budget Guide Website (www.dcpsschoolbudgetguide.com): DCPS has transitioned the annual School Budget Development Guide to a comprehensive website with the hope to make information more accessible. While the most updated and comprehensive information is available on this website, we will continue to create a downloadable PDF version, which will continue to serve as a companion to the site.

2.5 Guidance and Requirements for LSAT and Personnel Committee (PC) 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.

The Chancellor initiated school budget discussions by leading a series of meetings in November 2015 that brought together principals and LSAT members. As budgets are developed, principals should share the school's quantitative and 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).

LSAT chairpersons must sign-off on their school's budget in the QuickBase budget application by March 7, 2016. By signing off in QuickBase, the LSAT chairperson is reporting that the LSAT was briefed and consulted about the school's budget. It 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.

When the Supervisor's final decision differs from the LSAT or Personnel Committee's recommendations regarding excessing, 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/lSAT.html) and should be submitted to the appropriate strategic staffing representative.



3. **BUILD YOUR BUDGET**

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 (article 36.8.1), 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 FY17, 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 monthly 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.

Point of Contact

- Anjali Kulkarni, Deputy Chief, Strategic School Planning, Anjali.Kulkarni@dc.gov

3.1.2 Afterschool Scheduling Guidance

Purpose

The Office of Out of School Time Programs (OSTP) exists to 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 8th grade to develop the whole child. This unique opportunity beyond the school day is provided by DCPS staff and community partners.

Allocation Guidance/Requirements

- **Allocated Budget:** OSTP uses average daily attendance, enrollment, and the staffing structure for SY 15-16 (adjusted for projected school-day enrollment growth in SY 16-17) to determine the allocated afterschool budget per school.
- **Staffing:** Staffing allocation is based on a 20:1:1 (student: teacher: instructional aide) ratio.
 - Classroom size can fluctuate depending on grade level or content area. For example, since the funding for staffing assumes an average of 20 students per class, a program can be structured such that a PK3/PK4 class has 15 students while a class for grades 4-5 has 25 students.
 - No class should exceed 25 students, and the overall number of students served must meet or exceed the OSTP allocation.
- **Hours:** Programs meet Monday through Friday from the end of the school day through 6:00 pm.
- **Calendar:** Just like last year, schools' start dates vary (August 22, August 29, or September 6, 2016) and end the last full day of school. Schools starting on the second or third week should communicate the start date to parents.
- **Grade Levels:** Afterschool programs must be offered to the same grade levels in SY 16-17 that were offered in SY 15-16.
- **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 OSTP-vetted community-based organizations (CBOs) to help provide high-quality academic and/or enrichment programming. OSTP staff can help principals identify appropriate partners for their school communities.
- **Supplemental Programming:** A principal may choose to supplement the OSTP 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.

The schools below have been allocated funds by the Office of Out of School Time Programs (OSTP) for FY17:

Schools with Afterschool Programs in SY 16-17		
Aiton ES	Kimball ES	Savoy ES
Amidon-Bowen ES	King ES	School Without Walls @ Francis-Stevens EC
Bancroft ES	Langdon ES	Seaton ES
Barnard ES	Langley ES	Stanton ES
Brightwood EC	LaSalle-Backus EC	Takoma EC
Browne EC	Leckie ES	Thomas ES
Bruce-Monroe ES @ Park View	Ludlow-Taylor ES	Thomson ES
Bunker Hill ES	Marie Reed ES	Truesdell EC
Burroughs EC	Miner ES	Turner ES
Burrville ES	Moten ES	Tyler ES
Cleveland ES	Noyes ES	Walker-Jones EC
Drew ES	Patterson ES	Watkins ES
Garrison ES	Payne ES	West EC
H.D. Cooke ES	Plummer ES	Wheatley EC
Hendley ES	Powell ES	Whittier EC
J.O. Wilson ES	Raymond EC	
Ketcham ES	River Terrace EC	

Staffing (Personnel Services)

Staffing plans must account for the entire budget allocation and serve, at minimum, the number of students identified by OSTP.

- Schools must allocate an afterschool administrative aide or full-time, school-based afterschool coordinator to manage the day-to-day 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 funding with school flexible funds to pay for a full-time, school-based afterschool coordinator.
 - These coordinators would adhere to the same OSTP policies and procedures that apply to the OSTP Analysts, including attending trainings, fulfilling the OSSE grant requirements (e.g., monitor programming, attendance), and supporting summer school as needed.
- Staff Tour of Duty and Pay:
 - Teachers are paid \$34/hour and work one hour.
 - Instructional/classroom aides are paid \$15/hour and work two and a half hours.
 - Administrative aides are paid \$15/hour and work three hours.
 - The total budgeted rate for each position, including benefits and associated costs, is \$36 for teachers and \$16 for aide positions.
 - Central office will regularly monitor the afterschool personnel expenditures to prevent over-spending.
- Principals must work directly with their HR Analysts in managing the hiring process for teachers, instructional aides and afterschool administrative aides/full-time, school-based afterschool coordinators.

- Preference should be given to current DCPS employees. However, if there are not sufficient DCPS employees who are interested in working in afterschool, principals should work with their HR Analysts to hire non-DCPS employees.
- Schools must be fully staffed for the first day of programming.
- There should be at least one staff member from the end of the school day to 6:00 pm daily who is trained to administer medication.

Goods & Services (Non-Personnel Services)

- Schools with OSTP-sponsored afterschool programs receive some supplies and materials to support programming using co-pay funds that are budgeted centrally.
- OCOO will pay for security at OSTP-sponsored afterschool programs until 6:00 pm each day. The funding for this contract will not appear on school budgets.

Exceptions/Restrictions

- Funds should be exclusively used for staffing afterschool programs.
- Funds are not flexible and cannot be reduced or moved.

Point of Contact

- Kathryn Kigera, Interim Director, Out of School Time Programs, Kathryn.Kigera@dc.gov

Helpful Resources

- www.dcps.dc.gov/afterschool

3.1.4 ANet

In SY 16-17, schools will be provided with interim assessments in ELA and math, as well as short cycle tools (e.g. items bank). Any school wishing to purchase ANet coaching – including current partnership schools -- must reach out to Morgan Hall at Morgan.Hall@dc.gov to discuss professional development support that will be available from the Office of Instructional Practice.

Professional Development Support	Cost
<p>Interim assessments and short-cycle tools (e.g. item bank) with implementation support</p> <ul style="list-style-type: none"> • Online interim assessments and data reporting (with logistics support) • Online and paper item bank (“quiz tool”) • MYANet Instructional planning tools (e.g. standards guides, lesson examples, vertical progressions, misconception guides, etc.) 	No cost
<p>Targeted coaching</p> <ul style="list-style-type: none"> • School-based leadership coaching (bi-weekly support for new partners; monthly support for continuing partners) • On-site training and support for ALTs and teachers • Group professional development sessions • Access to best practices and artifacts from national network of ANet schools • Access to 2nd grade interims and tools • Access to ANet-authored high school tasks for ELA and math 	<p>New partners: \$18,000</p> <p>Continuing partners: \$14,000</p>

Points of Contact

- Morgan Hall, Morgan.Hall@dc.gov

3.1.5 Assistant Principals

Purpose

For the 2016-2017 school year, most 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 – Other
- Assistant Principal – Social Studies
- Assistant Principal – Science

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 2016 in order to determine their eligibility for the role.

Exceptions/Restrictions

- All schools will be able to purchase this position for FY17.
- The Office of Teaching and Learning will continue to fund the current 12 Assistant Principals for Literacy at: Aiton ES, Browne EC, Drew ES, Hart MS, Hendley ES, LaSalle-Backus EC, Luke C. Moore HS, King ES, Moten ES, Nalle ES, Savoy ES, and Washington Metropolitan HS.

Points of Contact

- Office of Instructional Practice, OIP@dc.gov

3.1.6 Assistant Principal of Intervention

Purpose

The Assistant Principal of Intervention (API) position 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/Requirements

The API will be a continued allocation from FY16.

Staffing (Personnel Services)

The following schools will each have an API during SY 16-17:

- 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 Instruction:
 - Articulating a clear instructional vision alongside the principal with a school-wide focus on teaching and learning that is data-driven, standards-aligned and rooted in a belief that all students can achieve at high levels
- Leading Operations:
 - Aligning human resources to school needs, setting high expectations and effectively managing all or a subset of school employees to meet Response to Intervention goals
- Leading for Increased Effectiveness:
 - Focusing on identifying evidence-based interventions and resources to achieve student goals and school goals
- Supporting Response to Intervention (RTI):
 - Creates 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 and efficacy of universal, targeted, and individual student supports (academic, attendance, and behavior)
 - Assist RTI Coordinator with collecting, analyzing and reporting on trends in academic, attendance and behavior data

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, Response to Intervention, Jo-Anne.Henry2@dc.gov

3.1.7 At-Risk Technology Investment

Purpose

To successfully compete in a global workforce all students must be able to be comfortable 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 students identified as at-risk.

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	\$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 Initiatives team recommends that each school maintain a minimum ratio of 1 device for every 3 students in your testing cohort. These devices should be replaced every 5 years at minimum. Only approved student devices can be purchased using DCPS funds and to be included in centralized support. Information on approved student devices can be found at: <http://bit.ly/dcpspcprice>.
- **Administrative/Teacher computers** – Best practice is to also replace these devices every three to five years to support instructional technology. Only approved devices can be purchased, and information can be found at: <http://bit.ly/dcpspcprice>.
- **Interactive whiteboards or digital projectors** – These are often called “smart” boards and can be purchased with these funds. Installation and infrastructure upgrades may be needed to support this purchases and should be considered during budget development.
- **Supplies to support technology** – Supplies to support technology can also be purchases with these funds. These items could include power cords, batteries, bulbs for interactive boards, projectors, headsets, and/or mice.

In order to ensure that funds are spent only on these items and to get the lowest price possible, these funds will be swept back from school budgets prior to the start of SY 16-17, and the items will be procured centrally. The IT Initiatives team will consult with the principal and/or IT coordinator at each school to determine which items will be purchased.

Exceptions/Restrictions

- These funds are not flexible and cannot be reduced or moved.

Point of Contact

- Beulah Daniel, Director, IT Initiatives, Beulah.Daniel@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>

3.1.8 Attendance Counselor

Purpose

The Attendance Counselor provides school based support to ensure the improvement of 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/Requirements

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), all 40/40 schools are encouraged to have a designated attendance counselor. All schools may budget attendance counselors, the final decision regarding this matter is within the principal's discretion.

Point of Contact

- Andrea E. Allen, Director, Attendance and Support Services in Office of the Chief of Schools, Andrea.Allen@dc.gov

3.1.9 Blended Learning Curriculum Costs

Allocation Guidance/Requirements

The programs below have been vetted and approved by the Office of Teaching and Learning to be aligned with DCPS curriculum and have had positive results in increasing student achievement, when implemented with fidelity. Please budget sufficient funds to purchase the programs you wish to continue as well as headsets into CSG 20 and sufficient funds for devices. Central Office will support your effort with professional development.

Digital Content	Budget	CSG	Agency Object	Target	Results/Efficacy	Usage Requirements
ST Math	\$3,500 renewal year	40	418 Electronic Learning	K-8	19% avg growth on DC CAS compared to 5%	<ul style="list-style-type: none"> • Must complete at least 50% of

					growth non-STM schools (2 year study)	syllabus by testing <ul style="list-style-type: none"> 90 min/week
First in Math (FIM)	\$8.00/student	40	418 Electronic Learning	K-12		<ul style="list-style-type: none"> 50 min/week
Lexia Learning Core5 (K-5) & Strategies (6-8)	\$30/student; or \$9,900 unlimited site license (PD included) Central office will contribute a portion for schools who have met usage fidelity (60% of students with 20 weeks of meeting usage target)	40	418 Electronic Learning	PK4-G8	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"> 20-80 min/week usage based on student's prescribed pathway. Must meet this target for at least 20 weeks in the year.
myON Reading	\$7,000	40	418 Electronic Learning	(PK-6)	Program measures Lexile growth, # books read, time spent reading.	<ul style="list-style-type: none"> 60 min/week (during guided, paired, close, independent reading)
Newsela	ES: \$3,600 MS/HS: \$5,300	40	418 Electronic Learning	3-12		<ul style="list-style-type: none"> 2 quizzes/week for at least 3 months

Point of Contact

- Michelle Foster, Specialist, Educational Technology & Library Programs, Michelle.Foster@dc.gov

3.1.10 Cornerstone Assignments – Equity in Academic Rigor

Purpose

Cornerstone Assignments are high-quality, in-depth core curricular activities that will be offered consistently across the district. Developed by DCPS' top teachers, the assignments provide all DCPS educators the tools they need to be even more effective. Anchored by content-aligned pedagogy. Cornerstone Assignments are a set of shared DCPS academic experiences that provide:

- Access to rigorous, engaging content for every student;
- Improved professional development for teachers anchored by student work; and
- Continuity and consistency across grades and across subjects.

Allocation Guidance/Requirements

After listening to feedback from principals and community members, DCPS knows how important it is to provide the resources and support critical to ensuring the success of the assignments. Through a mixture of private and local funds DCPS will provide support for professional development on Cornerstones, an electronic curriculum management system, stipends for curriculum development, and specialized supplies and student texts where required. Schools are asked to provide incidental supplies, such as paper, scissors, and markers that are part of normal classroom operations.

Points of Contact

- Karen Cole, Director, Cornerstones Project, Karen.Cole@dc.gov

3.1.11 Custodial Guidance

Purpose

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.

Allocation Guidance/Requirements

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, it is important to be aware that not all custodians can open and close buildings. Only RW-5 or higher positioned custodians are allowed to open close/secure a school building. Every school is required to staff, at minimum, 2 custodians who have the ability to open and close the building (see the table below for information on who can open/close a building). If a school has common areas excessive in size, they may consider staffing an additional custodian (RW-3 recommended). A minimum of 1 custodial foreman and an additional RW-5 or higher are **required** positions for SY 16-17 and can be changed only via the petition process.

Custodial Staff Classification	Basic Duties
RW-3	General maintenance work and cleaning; CANNOT open and close building
RW-5	General maintenance work and cleaning; CAN open and close building
Foreman (SW-1, SW-3, SW-5)	Working supervisor; supervises RW level employees; CAN open and close building

Custodial Overtime: There are times when custodial staff will be required to work overtime (i.e. during inclement weather events, special school programs or events, etc.). Therefore, schools must allocate appropriately for overtime. In FY17, schools will be allocated \$87 per students to cover Admin Premium and Custodial Overtime. Spend will be closely monitored to ensure schools remain within their allocated budget. Principals will receive monthly 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. Refer to the Teamsters contract regarding overtime amounts and plan accordingly.

Goods & Services (Non-Personnel Services)

Custodial Supplies: The Warehouse Logistics Team does not store and distribute custodial supplies. All schools must budget for custodial supplies. The Warehouse Logistics Team will only provide emergency custodial supplies. Schools are responsible for reimbursing the warehouse for all custodial supply requests. Schools will have a required minimum for custodial supplies. 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.

Equipment: Please be aware that new or replacement equipment must be purchased through the local school budget.

Point of Contact

- Renee Jackson, Director, School Operations, Renee.Jackson@dc.gov

Helpful Resources

- Teamsters Local 639 Contract:
[http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS-Teamsters Local 639 Contract 2013-2017.pdf](http://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS-Teamsters%20Local%20639%20Contract%202013-2017.pdf)
- For square footage information for your school, consult the ESA website:
<http://esa.dc.gov/node/601772>

3.1.12 DC Teacher Residency Program (DCTR)

Purpose

The DC Teacher Residency (DCTR) is a four-year program that prepares recent college graduates, career changers, and outstanding paraprofessionals to be effective teachers in DCPS's highest-need schools. Supported by Urban Teachers (UT) in collaboration with the DCPS Office of Instructional Practice (OIP), DCTR 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 through fourth years of the program. At the conclusion of the residency, participants will receive their teaching certification and a Master's degree (through Johns Hopkins University) with a dual focus in general elementary and special education, or in secondary literacy, or in secondary math.

Allocation Guidance/Requirements

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. For SY 16-17, the budget cost for each resident is the cost of a 10-month aide position. Additionally, schools are required to contribute \$7,100 to the Urban Teachers program cost for resident recruitment and selection, training, and coaching. Please see part 4 of the application for more information about budgeting for residents.

- In order to participate, schools must have at least two current educational aide / paraprofessional positions that the school leader is willing to convert to a resident position or

must be willing to create at least two new resident positions from other funding sources for SY 16-17.

- Additionally, schools must have the same number of strong 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.

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.

Point of Contact

- Hannah Lauber, Coordinator, Innovation and Design, Office of Instructional Practice, Hannah.Lauber@dc.gov

Helpful Resources

- <http://dcps.dc.gov/page/dc-teacher-residency>

3.1.13 Empowering Males of Color Initiative

Purpose

Empowering Males of Color (EMOC) Initiative in DCPS is a comprehensive effort by the District of Columbia public schools 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 & 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 three primary strategies associated with the initiative include:

1. EMOC Innovation Grants – Targeted, multiyear, privately-funded grants that are available to DCPS Schools via a competitive application process.
2. 500 for 500: Mentoring Through Literacy – A citywide effort to connect 500 volunteers with young males of color to help them build strong literacy skills.
3. Empowering Males High School- An all-male, college preparatory high school to open in August of 2016, with a cohort of 150 freshman students.

The EMOC initiative is funded by a combination of public and private dollars. The breakdown in funding will be primarily determined by how much money is raised in private donations by our partners at the DC Public Education Fund. In general, the local Empowering Males of Color budget funds a combination of contracts and supplies to support strategic initiatives, targeted grants to schools, and personnel costs.

Points of Contact

- EMOG Innovation Grants: Jennifer Nelson, Office of the Chief of Schools, Jennifer.Nelson@dc.gov
- 500 for 500 Mentoring Through Literacy: Burnell Holland, Office of Family and Public Engagement, Burnell.Holland3@dc.gov
- Empowering Males High School, Billy Kearney, Office of Family and Public Engagement, Billy.Kearney@dc.gov

Helpful Resources

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

3.1.14 English Language Learners (ELL)

Purpose

Schools with English language learner (ELL) students have resource needs that go beyond the minimum student funding weight. 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 that all schools receive adequate resources, regardless of the size of the ELL student population at their school.

Allocation Guidance/Requirements

Principals must identify at least one staff member to serve as ACCESS Coordinator, their liaison to the Language Acquisition Division (LAD) for compliance purposes. Principals in schools with more than 5 ESL teachers must also designate a Lead ESL/Bilingual teacher that can coordinate the ESL/Bilingual program. LAD will provide training in Ellevation to ensure school representatives can fulfill their compliance responsibilities.

- **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:** A school with more than 5 ESL/Bilingual teachers shall appoint a FTE to serve as a Lead ESL/Bilingual teacher in the building. This Lead Teacher shall work collaborative 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 ELL students or more	1 ESL/Bilingual teacher for every 22 students, rounded to the nearest .5 FTE	1 translation aide for every 50 Level I students; 1 bilingual counselor for every 100 ELL students
11-16 ELL students	.5 ESL teacher	
10 ELL or fewer	Itinerant ESL teacher	
DCPS does not include PK3 or PK4 students in its ELL allocation formula except at dual-language schools.		

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 ELLs 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 ELL 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 ELL 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 ELL population. Existing guidance for services to ELLs 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. LAD staff can help schools with course selection and student schedules that ensure that ELLs are receiving services as stipulated in our guidance.

Exceptions/Restrictions

During the formal budget-building process, schools are not able to repurpose funds designed to support ELL needs.

The Office for Civil Rights (OCR) requires that ELLs receive at least a period of English as a Second Language (ESL) instruction each day. ELLs may receive this service within any of the content areas 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 of the math block in some schools). Dual language schools must ensure that students receive a full 120 minutes of literacy and both Spanish and English are equally represented on a daily or weekly basis. Some schools may choose to divide the components of the literacy block across languages (i.e., interactive read-aloud in Spanish and guided reading in English), and other may choose alternate languages daily or weekly. Similarly, for schools teaching math in two languages, students must receive 90 minutes of math instruction in either or both languages daily.

Point of Contact

- Elba García, Executive Director, Language Acquisition Division, Elba.Garcia@dc.gov

Helpful Resources

There are a number of resources listed in the DCPS and Canvas websites under Language Acquisition Division. Most recently, the Department of Education and the Office of English Language Acquisition developed a Toolkit for services to English language learners that have best practices for schools. In addition, the instructional staff at LAD can provide classroom observations, program consultation, professional development, additional supplemental supplies and specialized support to the school.

3.1.15 Extended Day

Purpose

Extended Day in DCPS is an extension of the traditional school day, currently ranging between 1-2 hours 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. Attendance is not optional 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/Requirements

For continuing extended day sites in FY17 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. All funds will ultimately be loaded in administrative premium for ET-15 teachers and an additional hour will be added to the regular time for instructional aides, properly compensating them for each day worked.

Staffing (Personnel Services)

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

- ET-15 teachers are compensated via administrative premium (AP) 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.
- Five pilot sites 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 32 schools are participating in the Extended Day program in SY 16-17:

Extended Day: Elementary Schools in SY 16-17	
Aiton ES	Whole School (PK3-5th)
Barnard ES	Partial (2nd-5th)
Bruce Monroe ES	Partial (Select 2nd-5th)
Burrville ES	Whole School (PK3-5th)
CW Harris ES	Whole School (PK3-5th)
Dorothy Height ES	Whole School (PK3-5th)
Drew ES	Partial (1st-5th)
Houston ES	Partial (3rd-5th)
Kimball ES	Partial (3rd-5th)
Leckie ES	Partial (3rd-7th)
Malcolm X ES	Whole School (PK3-5th)
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 (PK-5th)
Savoy ES	Partial (1st-3rd)
Simon ES	Whole School (PK3-5th)
Smothers ES	Whole School (PK3-5th)
Thomson ES	Partial (K-5th)
Tubman ES	Whole School (PK3-5th)

Extended Day: Education Campuses in SY 16-17	
Browne EC	Partial (6th-8th)
Capitol Hill Montessori @ Logan	Partial (1st-8th)
Cardozo EC	Partial (6th-8th)
Columbia Heights EC	Partial (6th-8th)
LaSalle-Backus EC	Partial (Select 5th-8th)
School Without Walls @ Francis-Stevens	Partial (6th-8th)
Truesdell EC	Whole School (PK3-8th)
Walker Jones EC	Partial (K, 1st, 2nd, 5th)
Wheatley EC	Partial (Select PK-8th)
Whittier EC	Partial (Select PK-8th)

Extended Day: Middle Schools in SY 16-17	
Hardy MS	Partial (Select 6th-8th)

Points of Contact

- Natasha Davis, Specialist, Special Projects in Office of Chief of Schools, Natasha.Davis@dc.gov
- Staci Payne, Director, Special Projects in Office of Chief of Schools, Staci.Payne@dc.gov

3.1.16 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 SY 16-17. 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 200 student days, two weeks of intercession 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 SY 16-17:

- Garfield ES
- Hart MS
- Hendley ES
- HD Cooke ES
- Johnson MS
- Kelly Miller MS
- King ES
- Randle Highlands ES
- Raymond EC
- Thomas ES
- Turner ES

Allocation Guidance/Requirements

Teachers and instructional aides at Extended Year schools will be twelve-month (12-month) employees. Instructional aides will work 35-hour workweeks. DCPS will use the comprehensive staffing model (CSM) that corresponds to each school's grade configuration to allocate personnel (PS) and non-personnel (NPS) 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 (AP) and overtime (OT). 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 (NPS). Extended Year schools will receive 1.65% instead to account for more instructional days and the need for more goods and services.

Points of Contact

- Natasha Davis, Specialist, Special Projects in the Office of the Chief of Schools, Natasha.Davis@dc.gov
- Renee Abdullah, Specialist, Special Projects the Office of the Chief of Schools, Renee.Abdullah@dc.gov
- Staci Payne, Director, Special Projects in the Office of the Chief of Schools, Staci.Payne@dc.gov

3.1.17 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 Project Management and Investment
- *Implementing (I2):* Flamboyant support focuses on Quality Process and Product
- *Institutionalizing (I3):* Flamboyant support focuses on Integration and Independence

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.

- For Schools applying to enter the Family Engagement Partnership for SY 16-17:
 - First year schools should anticipate a contribution of up to \$7,000.
 - Schools should work with their Budget Analyst to designate funding in the proper codes. - March 2016
 - Schools receive quotes based on enrollment numbers once they are accepted into the FEP. - April 2016
- For Schools who have participated in FEP in past years:
 - Schools will receive a quote for their contribution. School contributions will vary by iLevel (see above) and by enrollment, per the table below. Schools should budget based on the highest priced iLevel and projected enrollment for SY 16-17. If a school is ultimately designated as I3 for SY 16-17, their payment would be adjusted to the I3 school contribution, based on their school enrollment. - February-March 2016
 - Schools should work with their Budget Analyst to designate funding in the proper codes. - March 2016

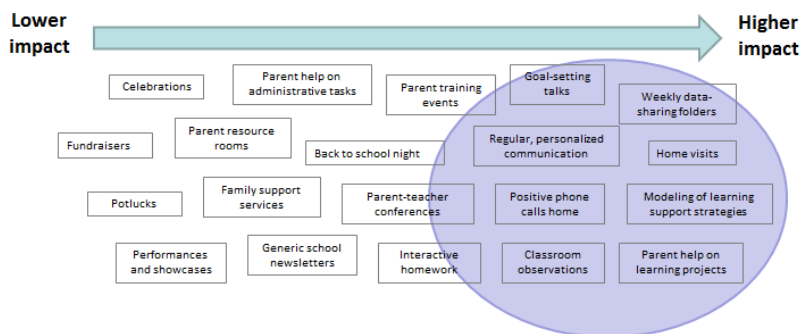
School Size	School Contribution Initiating (I1) & Implementing (I2) & year 1 partners	School Contribution Institutionalizing (I3)
Small/Medium (enrollment<450)	\$5,000	\$3,000
Large (enrollment>=450)	\$7,000	\$4,000

Exceptions/Restrictions

- Funds should be exclusively used for the Flamboyan 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

** ; \$	Welcome Letters and Surveys to Families: 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
** ; \$\$	Signs: Putting up signs in well-traveled areas of the school building that welcome and orient visitors to key destinations are a simple way to make families feel safe. Translating signs into languages spoken by families shows that you want them as a partner in their child’s learning. Invest some funds on professionally-made signs; the signs will look “official” and will last.
** ; \$	Introductory Phone Calls: This is an inexpensive, high-yield strategy to build relationships with families. A simple phone call 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.
** ; \$	Get to Know You Meetings in the Classroom: 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.

**;	\$	Take Parent Teacher Conferences into the Community: Moving the location of parent teacher conferences from the school site into the community is an inexpensive way to build 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.
**;	\$\$	Bulletin Board: 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.
**;	\$\$	Toddler-Friendly Books/Toys: Maintaining an area in the main office with toddler-friendly books and toys welcomes families with younger children. Having a toy to share with a young sibling sets parents at ease when they're visiting the school for important meetings related to an older child. It's a small investment that shows the school wants to understand the family life that exists outside the school.
**;	\$\$	Staff Walking/Bus Tour of Community: Scheduling a faculty field trip with stops at key locations in the school community helps build teacher's understanding of student and family life outside the school. These events also help community members connect with teachers and staff in a non-school setting. Chartering a bus is an investment, but can widen the scope of the tour, and can help a large group of people get to multiple stops more quickly. Inviting a veteran teacher and a key community member to act as "tour guide," insures the tour will include information that will be of genuine use.
***;	\$\$\$	Parent Teacher Home Visits: DCPS partners with the Flamboyan Foundation to work with select schools to train teachers to facilitate relationship-building parent teacher home visits. Schools enter the partnership through a competitive application process, and there is some financial investment required on the part of the school. If you are interested in learning more, contact DCPS Office of Family & Public Engagement

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

*\$	Classroom Showcase: Students work collaboratively with their teachers to develop and facilitate activities that teach families to support student learning at home. There are examples of this on Family Engagement page of Canvass.
*\$	Regular Grade-Specific Newsletter: Newsletters that provides families with activities they can do at home to support current areas of focus is a low-cost strategy that can be easily published with existing school resources.
*\$\$	Parent and Student Incentives for Improved Achievement: Some schools periodically recognize parents of students who have made significant academic improvement. Ideas include an exclusive lunch event where families are recognized for their hard work in supporting achievement. Students can be likewise recognized for achievement.
**\$	Weekly Data Folders: Sending a weekly snapshot of student progress in a key academic area can be a powerful way to open home/school dialogue about learning. A successful initiative requires materials, clear expectations from the principal and ongoing teacher training and support.
**\$	Classroom Data Meetings: Bringing families together to talk about high-level trends in classroom and school achievement orients families to what teachers are working on with

	students. There is a cost of time to teachers associated with preparing for meetings.
***\$\$\$	Academic Parent Teacher Team (APTT) Classroom Data Meetings: DCPS partners with the 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.
**\$	Daily Home/School Notebook: 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.
**;\$	YouTube Videos: Filming examples of great teachers facilitating activities with students that support key skills gives families a visual understanding of how they can work with their child at home. This strategy can be particularly powerful in connecting with low literacy or where English is a new language. An associated cost could include portable video equipment and teacher stipends for designing and facilitating sample lessons outside school hours.
**;\$\$\$	College Tours: In this high impact/high cost strategy, secondary school students make a guided visit to a college campus with parents and teachers. These visits serve multiple purposes: students experience a college campus in action; students and their families share an experience that can spark a discussion about college; teachers can better understand how to help families approach the path to college; families can better understand the path to college.

Point of Contact

- Natalie Foglia, Specialist, Family Engagement, Natalie.Foglia@dc.gov

3.1.18 International Baccalaureate (IB) Programming

Purpose

DCPS continues to develop International Baccalaureate (IB) programs across the school district in an effort to increase 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 16-17 by program and school are as follows:

Program	PYP (Primary Years Programme)	MYP (Middle Years Programme)	DP (Diploma Programme)
Schools that are IB-authorized or expected to be authorized for SY 16-17	H.D. Cooke ES Shepherd ES Thomson ES Turner ES Browne EC*	Deal MS Eliot-Hine MS Browne EC*	Banneker HS Eastern HS
IB Coordinator	IB Coordinator	IB Coordinator (ET-10)	IB Coordinator (ET-10)

requirements		or higher)	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 16-17*

Point of Contact

- Heather Holaday, Deputy Chief, Inner Core, Heather.Holaday@dc.gov
- Kate McNamee, Director, Global Education, Kate.McNamee@dc.gov

3.1.19 Instructional Coach

Purpose

For the 2016-2017 school year, all Instructional Coach positions will 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

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

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 2016 in order to determine their eligibility for the role. All schools will be able to purchase this position for FY17.

Point of Contact

- Office of Instructional Practice, OIP@dc.gov

3.1.20 Library Programs

Purpose

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

Allocation Guidance/Requirements

Staffing (Personnel Services)

A **required** library media specialist position is allocated to every school based on the Comprehensive Staffing Model (CSM) and is expected to be a collaborative instructional partner with every teacher and be an integral part of the ALT to best support all academic programs in the building. To achieve this, library media specialists should have a flexible a schedule, and is not a teacher of record, in order to provide the greatest access to library resources and instructional partnership possible. 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.

Point of Contact

- Jennifer Boudrye, Director, Library Programs, Jennifer.Boudrye@dc.gov

3.1.21 Literacy Partners and Programs

Purpose

The Office of Teaching and Learning will continue its focus on literacy tutoring programs by working with external partners who have proven to be exceptional performers.

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 40/40 elementary schools budget for at least one literacy partner for SY 16-17.
- Approved partners include:
 - Literacy Lab Reading Corps
 - Reading Partners
 - Reach Inc.
 - LindaMood Bell
- Every 40/40 elementary school is allocated \$10,000 in their SY 16-17 budgets to put towards a reading partner. These funds will be locked and supplemented with central funds, as well as spent down centrally once a partner is identified with the principal. The literacy team will

manage the contracting logistics with DCPS' procurement team for all 40/40 schools. Non-40/40 schools interested in partnering with a reading organization should budget approximately \$23,000.

Reading partners programming adheres to the following guidelines:

- Hours: Partners serve at schools each day during varying hours depending on the site.
- Calendar: Programs start on the first full day of school and end on the last full day of school.
- Grade Levels: Programs are recommended in all grade levels.
- Curriculum: The external partners provide curriculum for the programs.

Exceptions/Restrictions

- Funds should be used exclusively for supporting literacy programs.

Point of Contact

- Corinne Colgan, Deputy Chief, Literacy and Humanities, Corinne.Colgan@dc.gov

Helpful Resources

- <http://theliteracylab.org/>
- <http://readingpartners.org/>

3.1.22 Pool Managers

Purpose

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 resources necessary for these facilities to be fully utilized and believes that the ability to swim is an important life skill that should be afforded as many students as possible.

Allocation Guidance/Requirements

Staffing (Personnel Services)

Recognizing that pools require additional support to operate, DCPS is partnering 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 will only be responsible for hiring a fulltime 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 to purchase the supplies and materials needed for swimming instruction. Additionally, schools will receive \$105,000 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

- OTL Contact Miriam Kenyon, Miriam.Kenyon@dc.gov or Michael Posey, Michael.Posey@dc.gov
- DCPS POC for DPR Partnership (MOU)
 - Rebecca Newman, Rebecca.Newman@dc.gov
- DPR Points of Contact:
 - DPR Aquatics Division – 202-671-1289
 - DPR Aquatics Supervisor – Preston Graham, Preston.Graham@dc.gov
 - DPR Aquatics Director – Tyrell Lashley, Tyrell.Lashley@dc.gov

Helpful Resources

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

3.1.23 Reading Recovery Teachers

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.

Staffing (Personnel Services)

In SY 16-17, Patterson ES and Smothers ES will receive one full-time Reading Recovery Teacher, which will be Title I funded.

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.

Points of Contact

- Amanda Alexander, Deputy Chief, Elementary Schools in Chief of Schools, Amanda.Alexander@dc.gov
- Donnarae Wade, Coordinator, Elementary Schools in Chief of Schools, Donnarae.Wade@dc.gov

3.1.24 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 16-17, DCPS will continue to fund a reading specialist position for the following schools:

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

Goods & Services (Non-Personnel Services)

It is strongly recommended that all schools with a reading specialist should 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)

Exceptions / Restrictions

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

Points of Contact

- Jennifer Jump, Director of Literacy, Jennifer.jump@dc.gov

3.1.25 Related Arts Allocation

Over the past two school years, the Chancellor committed to ensuring all DCPS elementary and middle schools offered full academic programming including art, music, physical education, science and library services. To that end, 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 allocate funds to schools to ensure that schools have the necessary art supplies (paper, paint etc.), library books and materials, science equipment and supplies, music supplies and equipment (music, instruments, etc.), and physical education equipment (all-purpose balls, heart rate monitors etc.).

The per pupil allocations provide funding to support the goal of ensuring students across the district have access to the appropriate materials aligned with the vision and curriculum of a high-quality arts and physical education programs. Funding was allocated with the goal of increasing the availability of access to appropriate materials for students identified as at-risk.

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 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	

Library Book Allocation

All schools receive \$20 per pupil for library books. In order to support schools and reduce costs, these funds will be swept back from school budgets prior to the start of SY 16-17, and the items will be

procured centrally through the shared technical services of DCPS and the DC Public Library. The Library Programs team will consult with the principal and/or library media specialist at each school.

Point of Contact

- Jennifer Boudrye, Deputy Chief, Arts, Jennifer.Boudrye@dc.gov
- Nathan Diamond, Director, Arts, Nathan.Diamond@dc.gov
- Heather Holaday, Deputy Chief, Inner Core, Heather.Holaday@dc.gov
- David Rose, Deputy Chief, Ed Tech and Library Programs, David.Rose@dc.gov

Helpful Resources

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

3.1.26 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/Requirements

Staffing (Personnel Services)

Social Workers: School social workers address student engagement, mental health and behavior support needs of all students. They are responsible for the provision of behavioral support services as mandated on IEPs; these duties take precedence in order to implement IEPs effectively and comply with IDEA. Additionally, school social workers 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 (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.

Speech-Language Pathologists: Speech-language pathologists 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 will receive funding for school psychologist(s) and social workers based on multiple variables, including:
 - 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.
- If a school is allocated a 0.5 Social Worker and a 0.5 Psychologist and prefers to hire a full-time staff member, they should petition to reduce their social worker for a full-time psychologist. A petition to fund a full-time counselor will not be approved since the need is for a credentialed professional to provide psychological assessments and services.

Points of Contact

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

Helpful Resources

- <https://dcps.instructure.com/courses/2025/pages/teaching-and-learning-related-services>

3.1.27 School Counselors

Purpose

The school counselor is responsible for developing, implementing, and managing a comprehensive school counseling program to serve the academic, social, and career development needs of students enrolled in DCPS. The primary purpose of the comprehensive school counseling program is the support of the instructional and academic goals of DCPS. The role of the school counselor supports the Capital Commitment Goals 3 and 4.

Allocation Guidelines/Requirements

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 ES level then schools should, at minimum, have at least one school counselor.

Points of Contact

- Kia' V. Jones-Raye, Director, Academic Planning and Support in Office of the Chief of Schools, Kia.Jones2@dc.gov
- Thérèse Farmer, Coordinator, Academic Planning and Support in Office of the Chief of Schools, Therese.Farmer@dc.gov

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/Requirements

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).

As these are not DCPS employees, CNMC maintains all employer rights and responsibilities for these nurses (some specialized schools may receive additional nursing services). If a nurse at a participating school is unable to continue 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 PK3-12th grade students.

Goods & Services (Non-Personnel Services)

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

Points of Contact

- Diana Bruce, Director, Health and Wellness in Office of the Chief of Schools,
Diana.Bruce@dc.gov
- Valentine Breitbarth, Manager, Health Services in Office of the Chief of Schools,
Valentine.Breitbarth@dc.gov

3.1.29 School 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 the majority of partner organizations are free to schools, there are a number of partner organizations who do require a small 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. Please review this section in its entirety for a full overview of Central Office contributions.

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 provides payment, the fees will often go in the budget line item for contract services.
- **Custodial Fees:** It is likely either the school or the partner will need to budget for custodian 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. For more information see the Out of School Time Programs section.

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 is negotiable 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 \$5,000 - \$10,000 for TFC in contracts (CSG 409) from their local school budget (price is negotiable with the partner).

Higher Achievement: Higher Achievement is a year-round program 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 is negotiable 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.husseini@dc.gov

For turnaround school partnerships:

- Kathryn Kigera, Interim Director, Out of School Time Programs, Kathryn.Kigera@dc.gov
- Jasmin Jones, Specialist, Partnership Management, Office of the Chief of Schools, 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 Schoolwide 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-Hardy Middle School, and West

Education Campus. These schools will continue to receive this position as part of their staffing model for FY17.

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 Rtl 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

Helpful Resources

- http://gifted.uconn.edu/schoolwide-enrichment-model/about_sem/

3.1.31 Special Education

Purpose

Special education services ensure 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

Each school will identify a leader for special education who reports directly to the principal. This individual is one of the school's LEA representatives (see below) and oversees 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 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
 - Director of Special Education
 - Manager of Special Education
 - Special Education Coordinator
 - Lead teacher

Assistant Principal - Special Education (AP SPED): An Assistant Principal can be designated as the leader for special education, and in some cases a school may decide to have an AP Sped as well as one of the other leadership positions described in this section.

Director of Special Education (DSE); Manager of Special Education (MSE): The Director of Special Education (DSE) is recommended for schools with over 100 students with IEPs, and the Manager for Special Education (MSE) is recommended for schools with under 100 students with IEPs. The DSE and MSE require application.

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. In this case the SEC may focus on special education logistics and compliance. When the SEC is the primary leader of special education, 50% of their workload should be focused on leading instruction, and 50% on 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).

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 should 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 delegate LEA representative. The Division of Specialized Instruction (DSI) must approve delegates during the school budget development process.

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	Behavior Technician	Nurse
		(Per class)	(Per class)	(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 less 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
45 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, osi.programming@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 (SSL) 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. Schools that participate in the SSL program received the following support:

- Access to several new, flexible school-based operations positions (Director, Manager, Coordinator, and Assistant, Strategy & Logistics);
- Directors/Managers who will serve as high-level school-based leaders of operations who are able to directly supervise and complete IMPACT evaluations for current operations staff (front office and custodial persons) as well as Coordinators and Assistants, Strategy & Logistics;
- The recruitment and selection of outstanding individuals for these leaders of school-based operations positions;
- High-quality training, support, and coaching for these school-based operations leaders prior to and throughout the 2016-17 school year, as well as support for principals in implementing this new operations structure.

Allocation Guidance/Requirements

Staffing (Personnel Services)

All SSL schools will have a Director of Strategy & Logistics (DSL) or a Manager of Strategy & Logistics (MSL). Schools with fewer than 400 students **have the option** of selecting a MSL to serve in lieu of a DSL. In these cases, the MSL will serve as the operations leader for that school and will report to the principal. In these smaller schools, the work of the MSL will mirror that of a DSL in a larger school, including supervisory and IMPACT responsibilities. Schools with 400 or more students are **required** to have a DSL.

Other Operations Support Staff Roles

SSL schools may also choose to have Coordinators (CSL), and/or Assistants (ASL), 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, 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.

SSL schools will work closely with the SSL team in the DCPS Office of the Chief Operating Officer (OCOO). The team will onboard new staff; provide workshops for principals; provide ongoing training for DSLs/MSLs; provide coaching for DSLs/MSLs; and will assist with recruitment, selection and training of DSLs/MSLs.

Director, Strategy & Logistics (DSL) or a Manager, Strategy & Logistics (MSL) will lead operations with the following responsibilities:

- Fully manage all school-based operational tasks (e.g., budgeting, procurement, scheduling, data and reporting, field trips, facilities, technology, food services, transportation, etc.);

- Directly supervise and conduct IMPACT evaluations for non-instructional staff members (front office staff and custodians);
- Support principals in defining roles and responsibilities for operations support staff members.

The DSL/MSL will address current challenges in the following ways:

- Oversee/manage day-to-day operational issues, with only the most urgent issues escalated to principals;
- Have the authority and skills to manage other operations staff;
- Participate on the leadership team to strategically plan for and address operational challenges impacting core school functions and special events;
- Serve in a robust leadership role that is more clearly defined and better compensated than current roles, helping to attract stronger candidates;

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;
- 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.

Point of Contact

- Doug Hollis, Director of School Strategy & Logistics Program, Douglas.Hollis@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, or attending professional development opportunities. Substitutes also provide coverage for teacher and educational aide vacancies.

Allocation Guidance/Requirements

Schools will not be directly responsible for funding substitutes in FY17. However, to ensure that all DCPS students have access to high-quality substitute coverage, schools will receive a portion of the 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.

- Each school will use its annual allocation for teacher and educational aide absences due to sick leave and professional development.
- Absences due to vacancies, administrative leave, and extended leave (i.e. FMLA) will not be deducted from a school's annual allocation.

- The allocation will provide enough substitute coverage so that every teacher and educational aide can take all available sick leave in a given year.
- Schools will be notified of the annual allocation in the spring and will receive regular reports from Strategic Staffing to track their substitute usage. Schools that must exceed their allocation must submit a request to the Instructional Superintendent and Strategic Staffing.

Exceptions/Restrictions

- Beginning in SY 16-17 (FY17), schools will be required to submit substitute assignments for vacancies, administrative leave, and extended leave to Strategic Staffing for entry into SmartFind Express. Strategic Staffing will create the substitute job request in increments between 5 and 60 days.
- Beginning in SY 16-17 (FY17), schools will be 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

- John Isabella, Interim Director, Strategic Staffing, John.Isabella@dc.gov

Helpful Resources

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

3.1.34 TLI Teacher Leader

Purpose

All TLI Teacher Leader (positions have a content focus, and for the 2016-17 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

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

Allocation Guidance/Requirements

- Hours: TIs (except in Year-Round Education schools) are full-time 10-month employees of their school.
- Calendar: TIs 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 2016 in order to determine their eligibility for the role.

Exceptions/Restrictions

- All schools will be able to purchase this position for FY17.

Point of Contact

- Katie Burke, Director, TLI Teacher Leader, Katie.Burke@dc.gov

3.1.35 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 will have the option to budget Technology Instructional Coaches in FY17. DCPS will not allocate funds for these positions.

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 dual coaching support from the Office of Instructional Practice and 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

- David Rose, Deputy Chief, Educational Technology, David.Rose@dc.gov

3.1.36 Title Funds

Title I, Part A

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

Schools with poverty rates 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 (CIP) 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;
- Embedded professional development activities to support student learning;
- Development of reading and math intervention programs that target the most academically at-risk students;
- Conferences that focus on closing the achievement gap, at-risk student populations, climate and culture and differentiated learning;
- 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 high-quality 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 core subjects they teach (English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography);
- Are an integral part of a school-wide improvement plan;
- Give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging content and performance standards;
- Improve classroom management skills;
- Support training of highly qualified teachers;
- Advance teacher understanding of effective instructional strategies that are impacted by scientifically based research and include strategies for improving academic performance;
- Are aligned with and directly related to the content standards;
- Are developed with extensive participation of teachers, principals, parents and administrators; and
- Are regularly evaluated for their impact on increasing teacher effectiveness and improving student academic achievement.

Other allowable uses

- Provide training for teachers and principals in the use of technology used to improve teaching and learning in core academic subjects in which the teachers teach;
- Provide training to incorporate technology that enhances classroom instruction;
- Provide instruction in methods of teaching children with special needs;
- Provide instruction in the use of data and assessments to inform and instruct classroom practice;
- Provide instruction in ways that teachers, principals and pupil-services personnel can work more effectively with parents;
- Attend conferences that are supported with a sustainability plan to ensure that essential information and strategies will have a lasting impact on classroom instruction; and

- Payment of professional development activities 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



4.

GUIDANCE BY GRADE BAND

4.1 Elementary School / Education Campus Guidance

4.1.1 Additional Scheduling Guidance for Grades K-8

Breakfast Operations for Elementary Grades

Every effort should be made to begin instruction promptly at 8:45 AM.

Schools with a free/reduced lunch rate greater than 40% are expected to operate Breakfast in the Classroom (BIC) and ensure proper staff is present to monitor classroom-based breakfast operations. In schools where many students are taking breakfast in the classroom, practices such as shared reading or read-aloud can be implemented while students are eating. If collaborative teacher planning is scheduled in the morning and adults are unable to monitor individual classrooms, the food services team will work with the principal or designee to determine an alternative compliant breakfast model. Regardless of the model, instruction should start at 8:45 AM.

For schools that do not operate Breakfast in the Classroom (less than 40% free/reduced lunch), the morning and breakfast procedures should also ensure an 8:45 AM start for instruction. To ensure that our food service operations run smoothly next year, food service personnel will work with the principal or designee to enhance operational efficiencies and verify each school's approach by the end of April.

Departmentalized Instruction in Elementary Grades

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

If only math and language arts are departmentalized, both must meet the minimum requirements described in the elementary school scheduling section (6.1).

Complying with the Healthy Schools Act

The Healthy Schools Act is designed to improve the health and wellness of students attending D.C. public schools. The Act mandates the following:

- Physical education - Grades K–5 must have an average of 30 minutes per day or 150 minutes per week for the duration of the school year and Grades 6–8 must have an average of 45 minutes per day or 225 minutes per week for the duration of the school year; and
- Health education – Grades K–8 must have an average of 15 minutes per day or 75 minutes per week for the duration of the school year.

The elementary and middle grades scheduling requirements underscore the importance of physical education and health education and we anticipate that schools will be able to increase the time developed to each content area as we continue to strive towards full implementation of the Act, consistent with available funding.

Note

Recess and other physical activity programs such as Playworks and BOKS do not replace physical education instruction with a certified teacher and are not eligible to be used to meet the physical education time requirements of the Healthy Schools Act. Schools may contract with an external physical activity vendor after meeting the above staffing recommendations for physical education and health instruction.

4.1.2 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 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. 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

Early Stages is responsible for identifying all children ages 3 to 5 who may be eligible for special education, a process known as “child find.” This work continues year round, so a small number of seats are reserved for these placements in the PK3 and PK4 classrooms of all DCPS schools. Early Stages placements can occur late in the year or after the typical age cut off.

Unique Programs

The following schools have a unique inclusion program, which utilizes the Tools of the Mind curriculum: Amidon-Bowen ES, Burroughs ES, Cleveland ES, 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 (see section 3.1.2) will have staff allocations that combine ECE staff and DCTR staff.

General Education Classroom Sizes

Class Type	Classroom Composition	Teacher/Student Ratio	Aide/Student Ratio
PK3	3-year-olds	1:16	1:16
PK4	4-year-old	1:20	1:20
Mixed Age	3 and 4 year olds. No more than 50% may be 3-year-olds	1:17	1:17
Montessori	3-, 4-, and 5-year-olds. 8 PK3 students, 8 PK4 students, and 8 Kindergarteners.	1:24	1:24

Goods & Services (Non-Personnel Services)

All early childhood classrooms must use a research-based curriculum approved by the ECED. Approved curricula include: Montessori, Creative Curriculum, or Tools of the Mind. While Title I schools are provided a curriculum, ECED will continue to work with Non-Title I classrooms to ensure that all students have access to a research-based curriculum.

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 all Title I schools. For SY 16-17, all HSSWM schools will benefit from the following Central Office-based supports:

- *ECE Instructional Coaching:* Provide ECE specific coaching and school-specific technical assistance for early childhood teachers at each school.
- *ECE Family Engagement Support:* Each school is assigned a Case Management Specialist and in some cases, a Community and Parent Outreach Coordinator 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 each early childhood classrooms in taking two field trips per year.
- *ECE 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, first-aid kits, toothbrushes and toothpaste, 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 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.).

Point of Contact

- Kate McMahon, Director, Strategic Initiatives, ECE, Kate.McMahon@dc.gov

4.1.3 Early Childhood Education (ECE) Scheduling Requirements

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

Required Courses	Required Time
Specials	45 minutes
Recess	30 minutes
Nap	90 minutes - 3 year olds 60 minutes – 4 year olds

Specials and Electives

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

At a minimum, early childhood students are required to engage in at least one elective each day and teachers should have 45 minute planning time. Schools have the flexibility to divide up the time and the actual electives.

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

- Kate McMahon, Director, Strategic Initiatives, ECE, Kate.McMahon@dc.gov

4.1.4 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 that was started last school year, 2015-16.

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.

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 and additional time for recess.

4.2 Middle School Guidance

4.2.1 Continuing Middle Grades Investments from FY15

Purpose

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 and meeting DCPS’ Capital Commitment Goal 3 which is 75% of students graduating 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 continue to participate in MGI in SY 16-17.

SY 16-17 MGI Schools		
Walker-Jones EC	Wheatley EC	Brightwood EC
Browne EC	LaSalle-Backus EC	Raymond EC
River Terrace EC	Takoma EC	Truesdell EC
West EC	Whittier EC	Brookland MS
Deal MS	Eliot-Hine MS	Hardy MS
Hart MS	Jefferson MS	Johnson MS
Kelly Miller MS	Kramer MS	Sousa MS
Stuart Hobson MS	McKinley MS	Columbia Heights EC

Allocation Guidance/Requirements

Staffing (Personnel Services)

In FY17, 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.

4.2.2 Middle School Scheduling Requirements

Non-Negotiable Course Offerings

All students in grades 6th – 8th should receive the following 8 courses:

- English,
 - Math,
 - Social studies,
 - Science,
 - Art/music,
 - Health/PE,
 - World language, and
 - Intervention/elective
- Each of these courses should meet for a total of 7560 minutes (126 hours) annually. Split courses such as art/music should each meet for 3780 minutes (63 hours) minimum annually.
 - Schedules should reflect consistent exposure throughout the year e.g. students should take English all four terms.

Intervention Block Options and Electives

- All 6th graders who are two or more grade levels below in reading should be placed in an intervention course.
- In 7th and 8th grade, students 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 RTI teams should examine and assess why and consider a different intervention.

***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 st Period	English			
2 nd Period	Mathematics			

3 rd Period	Intervention/Elective
4 th Period	Science
	Lunch/Recess
5 th Period	World Language
6 th Period	Health and Physical Education
7 th Period	Social Studies
8 th 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 st Period	English	WL	Intervention/ Elective	Health/ PE	Art/ Music	Science	Social Studies	Math
2 nd Period	Math	English	WL	Intervention/ Elective	Health/ PE	Art/ Music	Science	Social Studies
3 rd Period	Social Studies	Math	English	WL	Intervention/ Elective	Health/ PE	Art/ Music	Science
4 th Period	Science	Social Studies	Math	English	WL	Intervention/ Elective	Health / PE	Art/ Music
Lunch / Recess								
5 th Period	Art/ Music	Science	Social Studies	Math	English	WL	Intervention/ Electives	Health / PE
6 th Period	Health / PE	Art/ Music	Science	Social Studies	Math	English	WL	Intervention/ Elective
7 th Period	Intervention/ Elective	Health/ PE	Art/ Music	Science	Social Studies	Math	English	WL
Does Not Meet	WL	Intervention/ Elective	Health/ PE	Art/ Music	Science	Social Studies	Math	English

Sample Schedule C
4 periods A/B

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

4.3 High School Guidance

4.3.1 Alternative Schools Guidance

For Comprehensive High Schools

For FY17, we have prioritized supporting over-aged, under-credited (OA/UC) students towards earning a high school diploma and achieving postsecondary success. This includes students at our four alternative schools as well as OA/UC students at our comprehensive high schools.

Each comprehensive high school will be expected to monitor the progress of all over-aged, under-credited students who are off-track to graduation. They will be expected to offer repeater courses to 9th grade students who have not completed all promotional criteria (if they do not already). In addition, they will support their students in creating and supporting individualized learning plans that will guide students in working towards graduation.

The following chart details the requirements:

Schools	Program Elements
Comprehensive High Schools: <ul style="list-style-type: none"> • Anacostia • Ballou • Cardozo • Coolidge • Dunbar • Eastern • Roosevelt • Wilson • Woodson 	<ul style="list-style-type: none"> • Schools must offer consistent access to the classes repeaters need and ensure students are enrolled in those courses. The curriculum of these courses should show alternative and engaging approaches to instruction. • Schools should develop individualized promotion plans for each student • A plan for sharing promotion plans with students and regularly updating them must be developed and implemented • Students should be cohorted specifically by needs/service provided (not physically) • Repeater teachers in select schools should receive and implement specialized climate training • There should be a staff member dedicated to managing program components and progress monitoring

This spring, we will provide additional guidance on how exactly the central office plans to support Pathways Coordinators, repeater course staff and social-emotional support staff through explicit guidance, coaching and professional learning experiences.

Staffing Guidance (Personnel)

At each comprehensive high school, a Pathways Coordinator is allocated to serve as the primary point of contact. This position is **required** and may not be reprogrammed or repurposed. The Pathways Coordinator will be dedicated staff member charged with ensuring all over-aged, under-credited 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.

For Alternative Schools

For FY17, we have prioritized supporting over-aged, under-credited (OA/UC) students towards earning a high school diploma and achieving postsecondary success. This includes students at our four alternative schools as well as OA/UC students at our comprehensive high schools.

Alternative schools will also be expected to monitor progress towards graduation closely as well. Each program will be required to designate a point of contact to liaise with central alternative schools support staff. More specific requirements can be found below:

Schools	Program Elements
<p>Alternative High Schools:</p> <ul style="list-style-type: none"> • Ballou STAY • Roosevelt STAY • Luke C. Moore • Washington Met 	<ul style="list-style-type: none"> • Students should experience engaging, alternative approaches to teaching and learning • A Social Emotional Learning (SEL) focus must be implemented • A whole-school career pathways program should be developed and implemented • At least one staff member should be dedicated to managing program components and progress monitoring (could be Asst. Prin., Admin. Officer, Counselor or Social Worker) • There must be compliance with the remodeled 9th grade repeater expectations detailed above • All students should have individualized promotion plans • Plans for sharing promotion plans with students and regularly updating them must be developed and implemented

This spring, we will provide additional guidance on how exactly the central office plans to support the four alternative schools with dedicated central support and professional learning targeted towards alternative school staff members.

Allocation Guidance/Requirements

Each school receiving dedicated funds related to alternative schools in their FY17 budget will have to submit a narrative of how they plan to meet the requirements above. Alternative schools will see two allocations on their budgets:

- **Pathways Coordinator:** This position is flexible for alternative high schools, as long as they designate a point of contact for student monitoring and central office support. School leaders may repurpose it if they submit a petition with proper justification.
- **Pathways Programming (\$150K):** This money will appear on all alternative school initial budget allocations but will not be loaded directly onto your budget because we will be contracting centrally with partners to support your staff with SEL and instructional practice to get the benefit of the scale of all 4 staffs.

Points of Contact

- Jane Spence, Deputy Chief, Secondary Schools, Jane.Spence@dc.gov

4.3.2 Athletics and Activities Coordinator

Purpose

To accelerate our efforts to achieve the Capital Commitment Goal 3 of a 75% graduation rate by 2017, DCPS will continue the investments in high schools in FY17 from FY16. 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.

Allocation Guidance/Requirements

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.

Staffing (Personnel Services)

Exploring one's interest is an integral part of the high school experience. DCPS wants to be able to provide students the opportunity to learn new skills and participate in fun and engaging activities outside of the regular school day. 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) will be allocated a full-time Athletics and Activities Coordinator.

Point of Contact

- Mary Outlaw, Deputy Chief, Secondary Academic Support, Office of the Chief of Schools, Mary.Outlaw@dc.gov

4.3.3 Computer Lab

Purpose

To accelerate our efforts to achieve the Capital Commitment Goal 3 of a 75% graduation rate by 2017, DCPS will continue the investments in high schools in FY17 from FY16. Students face different school conditions and opportunities in the district's high schools. During the public engagement meetings last year, 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.

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.

4.3.4 Evening Credit Recovery

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 support of the Capital Commitment Goal three. In FY17, 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/Requirements

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.
- Program Structure:
 - ECR students may recover up to one credit per nine-week term.
 - ECR classes meet for three hours per day, Monday through Thursday.
 - ECR classes meet for the entire nine-week term.
- 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.
- Calendar: Programs start on the first day of Terms 2, 3, and 4 and continue to meet four days per week throughout the 9-week term.
- 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;
- FY16 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	\$97,104	24
Ballou HS	\$80,920	20
Cardozo EC	\$48,552	12
Columbia Heights EC (CHEC)	\$52,598	13
Coolidge HS	\$40,460	12
Dunbar HS	\$56,644	14
Eastern HS	\$60,690	15

Incarcerated Youth Program	\$8,092	2
Luke C. Moore HS	\$80,920	20
Phelps ACE HS	\$24,276	6
Roosevelt HS	\$56,644	14
Washington Met HS	\$40,460	10
Wilson HS	\$72,828	18
Woodson, H.D. HS	\$72,828	18
Youth Services Center	\$8,092	2
Total	\$801,108	200

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 Office of Secondary Academic Support 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.

Point of Contact

- Kia' V. Jones-Raye, Director, Academic Planning and Support in Office of the Chief of Schools, Kia.Jones2@dc.gov

4.3.5 High School Scheduling Guidance

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

Subject	Credit
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
Credit Total	24 Credits

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 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 8 AP courses in the 2016–17 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 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 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.
 - Adopt an “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); and
 - 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 grade 10 and ending in grade 12.
- **Self-Advocacy** – Certificate Option students must participate in the Self-Advocacy beginning in grade 10 and ending in grade 12.
- **Doubling Up in the 9th Grade** - At times it is best to double up a math class (algebra with a math elective) or English class (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.

Grade Level Course Offerings By Subject

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

English

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

*Denotes a graduation requirement.

Math

Grade	Classes	Notes
9 th	<ul style="list-style-type: none"> • Algebra I* • Geometry • Algebra II/Trig 	
10 th	<ul style="list-style-type: none"> • Geometry* • Algebra II/Trig • Pre-Calculus 	

11 th	<ul style="list-style-type: none"> Algebra II/Trig* Pre-Calculus AP Calculus BC AP Statistics 	
12 th	<ul style="list-style-type: none"> Pre-Calculus Probability/Statistics AP Calculus BC AP Statistics 	*One upper level math class is required for graduation

*Denotes a graduation requirement.

Social Studies

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

*Denotes a graduation requirement.

Science

Grade	Classes	Notes
9 th	<ul style="list-style-type: none"> Biology* 	
10 th	<ul style="list-style-type: none"> Chemistry 	
11 th	<ul style="list-style-type: none"> Physics 	
12 th	<ul style="list-style-type: none"> Environmental Science, Anatomy and Physiology Earth Science Forensic Science 	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 th	Level 1 Physical Education – PE1*	Health- P26*
10 th	Level 2 Physical Education– PE2*	
11 th		
12 th		

*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 will 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 th	World Language Level 2*	World Language Level 1*
10 th	World Language Level 3	World Language Level 2*
11 th	World Language Level 4/AP	World Language 3
12 th	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 th	Art A / Art B*	From Bach to Rap or General Music*
10 th		
11 th		
12 th		

*Denotes a graduation requirement.

Electives

**Designates required if a school has JROTC

*** Designates a course as required at each comprehensive high school.

Music Electives

Choir sequence***

Concert Band sequence***

JROTC sequence**

Marching Band/Drum Line***

Business Electives

BUILD

Economics

Financial Planning***

English Electives

African-American Literature***

Creative Writing

Journalism

Multicultural Literature Public Speaking

Yearbook***

Social Studies Electives

African American History

Comparative Religion

Constitutional Law

Current Events (World Problems and

Contemporary Issues)

Philosophy

Street Law

Student Government

Topics in Government (We the People)

Student Development

Debate

SAT Prep***

Art Electives

Art History
Ceramics
Cinematic Arts
Dance Technique
Drama (Acting I)
Drawing & Painting
Imaging
Sculpture

Science Electives

Marine Biology

Microbiology
Programming (Exploring Computer Science)
Psychology
Sociology

PE Electives

Health Problems of Urban Society
Individual Sports
Sports Medicine
Swimming
Team Sports
Weight Training (Body Conditioning & Fitness)

4.3.6 Junior Reserve Officers Training Corps (JROTC)

Purpose

Junior Reserve Officers' Training Corps (JROTC) or NJROTC (collectively, "JROTC") is a dynamic, challenging and required program designed based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques. The program develops leadership and encourages academic excellence in its participants.

Allocation Guidance/Requirements

Staffing (Personnel Services)

If a school offered the JROTC program in SY 15-16, the school must provide the same programming in SY 16-17. 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 (Senior)) who is a commissioned officer; and
- Instructor who is a non-commissioned officer (Teacher – JROTC (Junior)).

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

- Colonel Martin Compton, Manager, JROTC in Office of the Chief of Schools, Martin.Compton@dc.gov

- Kia' V. Jones-Raye, Director, Academic Planning and Support in Office of the Chief of Schools, Kia.Jones2@dc.gov

4.3.7 NAF Career Academies

DCPS currently has eight NAF Academies across seven schools. In SY 16-17, DCPS will open two more Academies at an eighth school, H.D. Woodson HS. The Academies center around three themes: Engineering, Hospitality, and Information Technology (IT), which are three 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 9th through 12th.
- Curriculum: The curriculum for the 3-4 themed courses is determined by the theme of the Academy, which can be Engineering, IT, or Hospitality.

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 \$65,000-\$85,000 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.

Exceptions/Restrictions

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

Point of Contact

- Alicia Bolton, Director, Career Education, Alicia.Bolton@dc.gov

4.3.8 Ninth Grade Academies

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/Requirements

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 SY 16-17			
School	Admin Premium	Supplies	Field Trips
Anacostia HS	\$30,000	\$6,000	\$4,500
Ballou HS	\$30,000	\$6,000	\$4,500
Cardozo HS	\$20,000	\$4,000	\$3,000
Coolidge HS	\$20,000	\$4,000	\$3,000
Dunbar HS	\$30,000	\$6,000	\$4,500
Eastern HS	\$40,000	\$8,000	\$6,000
Roosevelt HS	\$20,000	\$4,000	\$3,000
Woodson HS	\$30,000	\$6,000	\$4,500

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.

Point of Contact

- Chrisanne LaHue, Director, Ninth Grade Academies in Office of the Chief of Schools, Chrisanne.Lahue@dc.gov
- Sherri Davis, Coordinator, Ninth Grade Academies in Office of the Chief of Schools, Sherri.Davis@dc.gov

4.3.9 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 (55% to 39%) and a higher credit-earning rate (39% to 62%) than they did before entering the program.

Allocation Guidance/Requirements

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.

Points of Contact

- Mary Outlaw, Deputy Chief, Secondary Academic Support in Office of the Chief of Schools,
Mary.Outlaw@dc.gov



5. Appendix

5.1 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 decision 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 Division.

5.3 Average Teacher Salary

Description	Line Item	Funding Information	FY16 Cost Per WTU	FY16 Budget (4,300 WTU)	FY17 Cost Per WTU	FY17 Budget (4636 WTU)
Mutual Consent	Extra Year Option	Salary (111)	\$513	\$2,205,346	\$572	\$2,653,999
		Fringe (147)	\$80	\$344,186	\$24	\$110,316
Excessing Options	Early Retirement Option	Contractual Services (409)	\$395	\$1,700,000	\$367	\$1,700,000
	Buyout Option	Additional Gross Pay (173)	\$58	\$250,000	\$59	\$275,000
IMPACT Bonuses	IMPACT Bonuses	Additional Gross Pay (138)	\$2,320	\$9,976,000	\$2,157	\$10,000,000
Background Checks	Drug & Alcohol Testing	Contractual Services (409)	\$58	\$250,000	\$65	\$300,000
	Fingerprinting Screen	Contractual Services (409)	\$63	\$270,000	\$39	\$180,000
	Fitness for Duty/ FMLA Verification	Contractual Services (409)	\$5	\$21,000	\$5	\$21,000
Employee Support	Start-Up Supplies	General Supplies (210)	\$209	\$900,000	\$200	\$927,200
	ADA Accommodations	Contractual Services (409)	\$17	\$74,176	\$16	\$75,000
		Equipment (710)	\$5	\$20,000	\$4	\$20,000
	WTU Tuition Reimbursement	Tuition (419)	\$13	\$56,250	\$12	\$56,250
	International Visas	Contractual Services (409)	\$9	\$40,000	\$9	\$40,000
Employee Assistance Services	Contractual Services (409)	\$7	\$29,865	\$6	\$29,865	
Stipends	DINR Bonus	Stipends (506)	\$47	\$200,000	\$53	\$247,000
	Department Chair Stipends	Additional Gross Pay (132)	\$148	\$635,500	\$137	\$635,500
School-Based Costs	Substitutes	Salary (111)	\$2,530	\$10,880,000	\$1,833	\$8,500,000
		Fringe (147)				
		Contractual Services (409)	\$8	\$35,000	\$7	\$32,000
	Enrollment Reserve	Salary (111)	\$1,662	\$7,145,000	\$1,510	\$7,000,000
Fringe (147)						
			\$8,147	\$35,032,323	\$7,076	\$32,803,130
			\$75,095	Benefits at 13.5%	\$76,413	Benefits at 13.5%
			\$85,233		\$86,729	
			\$93,380		\$93,805	

5.4 Instructional & Non-Instructional Positions Item Catalog

Title	Average Cost	Pay Plan	Pay Grade	School Budget Category
Principal	\$167,314	ET	61 62 63	School Leadership
Assistant Principal - Intervention (API)	\$132,179	ET	8	School Leadership
Assistant Principal - Other	\$132,179	ET	8	School Leadership
Assistant Principal - English Language Arts (ELA)	\$132,179	ET	8	School Leadership
Assistant Principal - Math	\$132,179	ET	8	School Leadership
Assistant Principal - Science	\$132,179	ET	8	School Leadership
Assistant Principal - Social Studies	\$132,179	ET	8	School Leadership
Assistant Principal - Special Education	\$132,179	ET	8	School Leadership
Assistant Principal - Ninth Grade Academy	\$132,179	ET	8	School Leadership
Assistant Principal - School Improvement Grant (SIG)	\$132,179	ET	8	School Leadership
Dean of Students	\$98,552	ET	10	School Leadership
Teacher - PK3	\$93,805	ET	15	Early Childhood Education Positions (ECE)
Teacher - PK4	\$93,805	ET	15	Early Childhood Education Positions (ECE)
Teacher - PK3/PK4 (Mixed Age)	\$93,805	ET	15	Early Childhood Education Positions (ECE)
Aide - Early Childhood	\$25,728	EG	4	Early Childhood Education Positions (ECE)
Teacher - Kindergarten	\$93,805	ET	15	General Education Teachers
Teacher - 1st Grade	\$93,805	ET	15	General Education Teachers
Teacher - 2nd Grade	\$93,805	ET	15	General Education Teachers
Teacher - 3rd Grade	\$93,805	ET	15	General Education Teachers
Teacher - 4th Grade	\$93,805	ET	15	General Education Teachers
Teacher - 5th Grade	\$93,805	ET	15	General Education Teachers
Teacher - 6th Grade	\$93,805	ET	15	General Education Teachers
Teacher - Career/Tech Ed (CTE)	\$93,805	ET	15	General Education Teachers
Teacher - Computer	\$93,805	ET	15	General Education Teachers
Teacher - English	\$93,805	ET	15	General Education Teachers
Teacher - Math	\$93,805	ET	15	General Education Teachers
Teacher - Reading	\$93,805	ET	15	General Education Teachers
Teacher - Reading - School Improvement Grant (SIG)	\$93,805	ET	15	General Education Teachers
Teacher - Resource	\$93,805	ET	15	General Education Teachers

Teacher - Science (Biology)	\$93,805	ET	15	General Education Teachers
Teacher - Science (Chemistry)	\$93,805	ET	15	General Education Teachers
Teacher - Science (General)	\$93,805	ET	15	General Education Teachers
Teacher - Science (Physics)	\$93,805	ET	15	General Education Teachers
Teacher - STEM	\$93,805	ET	15	General Education Teachers
Teacher - Social Studies	\$93,805	ET	15	General Education Teachers
Teacher - Vocational Ed (12mo)	\$98,933	EG	9	General Education Teachers
Teacher - JROTC (Senior)	\$93,805	ET	15	General Education Teachers
Teacher - JROTC (Junior)	\$87,491	EG	9	General Education Teachers
Teacher - Schoolwide Enrichment Model (SEM)	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - Culture	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - Early Childhood Education	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - English Language Arts (ELA)	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader – Math	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - Science	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - Social Studies	\$93,805	ET	15	General Education Teachers
TLI Teacher Leader - Special Education	\$93,805	ET	15	General Education Teachers
Teacher - Non-Categorical Program	\$93,805	ET	15	Special Education Positions
Teacher - Early Learning Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Communication & Education Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Early Childhood Communication & Education Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Behavior & Education Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Sensory Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Inclusion/Resource Services	\$93,805	ET	15	Special Education Positions
Teacher - Independence & Learning Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Specific Learning Support Program	\$93,805	ET	15	Special Education Positions
Teacher - Medical & Education Support Program	\$93,805	ET	15	Special Education Positions
Director - Special Education (DSE)	\$113,072	ET	6	Special Education Positions

Manager - Special Education (MSE)	\$92,441	ET	10	Special Education Positions
Coordinator - Special Education (CSE)	\$99,451	ET	10	Special Education Positions
Aide - Special Education	\$25,728	EG	4	Special Education Positions
Teacher - ELL	\$93,805	ET	15	English Language Learners Positions (ELL)
Aide - ELL	\$25,728	EG	4	English Language Learners Positions (ELL)
Guidance Counselor - 11mo (Bilingual)	\$108,318	ET	15	English Language Learners Positions (ELL)
Guidance Counselor - 10mo (Bilingual)	\$93,805	ET	15	English Language Learners Positions (ELL)
Teacher - Art	\$93,805	ET	15	Related Arts
Teacher - Music	\$93,805	ET	15	Related Arts
Teacher - Health/Physical Education	\$93,805	ET	15	Related Arts
Teacher - World Language	\$93,805	ET	15	Related Arts
Teacher - Performing Arts/Drama	\$93,805	ET	15	Related Arts
Specialist - Library/Media	\$93,805	ET	15	Related Arts
Aide - Library/Technology	\$41,497	EG	4	Related Arts
Aide - Kindergarten	\$25,728	EG	4	Classroom Instructional Support Positions
Aide - Instructional - (10mo)	\$25,728	EG	4	Classroom Instructional Support Positions
Aide - Instructional - Year Round (80hr)	\$33,295	EG	4	Classroom Instructional Support Positions
DC Teacher Residency Program Resident	\$32,828	EG	4	Classroom Instructional Support Positions
Psychologist	\$93,805	ET	15	Social-Emotional Positions
Social Worker	\$93,805	ET	15	Social-Emotional Positions
Social Worker - School Improvement Grant (SIG)	\$93,805	ET	15	Social-Emotional Positions
Behavior Technician	\$44,063	EG	5	Social-Emotional Positions
Guidance Counselor - 11mo	\$108,318	ET	15	Social-Emotional Positions
Guidance Counselor - 10mo	\$93,805	ET	15	Social-Emotional Positions
Coordinator - In-School Suspension (ISS)	\$52,431	EG	7	Social-Emotional Positions
Attendance Counselor	\$57,251	EG	9	Social-Emotional Positions
Coordinator - Student Resource	\$99,451	ET	10	Social-Emotional Positions
Social-Emotional Support Funds	\$100,000	-	-	Social-Emotional Positions
Instructional Coach - School Improvement Grant (SIG)	\$93,805	ET	15	Schoolwide Instructional Support Positions
Instructional Coach	\$93,805	ET	15	Schoolwide Instructional Support Positions
Instructional Coach - English Language Arts (ELA)	\$93,805	ET	15	Schoolwide Instructional Support Positions
Instructional Coach - Math	\$93,805	ET	15	Schoolwide Instructional Support Positions

Coordinator - Program	\$99,451	ET	10	Schoolwide Instructional Support Positions
Intervention Coach	\$93,805	ET	15	Schoolwide Instructional Support Positions
Intervention Coach - School Improvement Grant (SIG)	\$93,805	ET	15	Schoolwide Instructional Support Positions
Coordinator - Academy	\$99,451	ET	10	Schoolwide Instructional Support Positions
Coordinator - Intl Baccalaureate	\$99,451	ET	10	Schoolwide Instructional Support Positions
Coordinator - Athletic and Activities	\$99,451	ET	10	Schoolwide Instructional Support Positions
Specialist - Reading	\$93,805	ET	15	Schoolwide Instructional Support Positions
Specialist - Transition	\$67,420	EG	12	Schoolwide Instructional Support Positions
Technology Instructional Coach (TIC)	\$93,805	ET	15	Schoolwide Instructional Support Positions
Aide - Computer Lab	\$48,328	EG	6	Schoolwide Instructional Support Positions
Coordinator - Computer Lab/Technology	\$53,286	EG	9	Schoolwide Instructional Support Positions
Specialist - Technical Support	\$92,909	ET	9	Schoolwide Instructional Support Positions
Director - NAF Academy	\$125,846	ET	6	Schoolwide Instructional Support Positions
Coordinator - NAF Academy	\$99,451	ET	10	Schoolwide Instructional Support Positions
Teacher - 2nd Chance Academy	\$93,805	ET	15	General Education Teachers
Administrative Officer	\$85,614	EG	12	Administrative
Business Manager	\$75,673	EG	11	Administrative
Registrar	\$46,136	EG	5	Administrative
Clerk	\$40,835	EG	4	Administrative
Aide - Administrative	\$53,397	EG	7 9	Administrative
Coordinator - Parent	\$53,286	EG	9	Administrative
Director - Strategy & Logistics (DSL)	\$113,072	ET	6	Administrative
Manager - Strategy & Logistics (MSL)	\$92,441	ET	10	Administrative
Coordinator - Strategy & Logistics (CSL)	\$81,751	ET	13	Administrative
Assistant - Strategy & Logistics (ASL)	\$52,804	EG	7	Administrative
Custodial Foreman	\$64,700	SW	1 3 5	Custodial Staff
Custodian (RW-5)	\$50,235	RW	5	Custodial Staff
Custodian (RW-3)	\$40,039	RW	3	Custodial Staff
Afterschool Teacher	\$5,930	-	-	Afterschool Programs
Afterschool Aide	\$6,540	-	-	Afterschool Programs
Afterschool Administrative Aide	\$7,848	-	-	Afterschool Programs
Afterschool Coordinator	\$55,743	EG	11	Afterschool Programs

5.5 Non-Personnel Services (NPS) Item Catalog

CSG Code	Title	Good Example
201	Office Supplies	Staplers, copy paper
202	Custodial Supplies	Ice melt, toilet paper, hand soap
203	Health Supplies	
204	Educational Supplies	School supplies, guided reading materials
205	Recreational Supplies	For H/PE Consumables
207	Clothing and Uniforms	
209	Food and Provisions	
210	General Supplies	For Related Arts Consumables and Pool Supplies ONLY
219	Ed Tech and System Support	USB storage, cables, mice
401	Local Travel	Metrocards
402	Out of City Travel	Plane Tickets
408	Professional Development	
409	Contractual Services	
411	Printing	Pamphlets, fliers
414	Advertising	
418	Electronic Learning	ST Math, Lexia
419	Tuition for Employee Training	
424	Conference Fees (Out of City)	
507	Stipends	For non-school based only (example: students, parents, outside volunteers)
701	Furniture & Fixtures	
702	Equipment and Machinery (Large Purchases)	Technology and equipment over \$5,000
708	Library Books	
709	Textbooks	Any non-pedagogical books that stay in school but not the library
710	Equipment and Machinery (Small Purchases)	Technology and equipment under \$5,000
712	E-books	Kindles, Electronic Textbooks



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