

FY19 Performance Oversight Questions: Table of Contents

DCPS Responses

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Agency Operations

Q1: Provide the following enrollment data for DCPS:

- a. **DCPS student enrollment by grade for each school for School Year 18-19 (“SY”) (based on the final audited enrollment report) and SY19-20 (audited);**
- b. **Summer school enrollment, broken down by grade for the past three years; and,**
- c. **What is the proposed summer school enrollment and budget for FY20?**

DCPS believes that a growing student enrollment is one indication of the health of the school district, and we have set a goal in our new strategic plan to reach 54,000 students by 2022. We also set a goal around re-enrolling 90 percent of our students.

Our audited enrollment for FY19 (School Year 2018-2019) is 49,056. Our reported enrollment for FY20 (School Year 2019-2020) is 51,043. This is the first time since 2006 that we surpassed 51,000 students, and it also marks our highest annual growth in decades.

See **Q1 Attachment_FY19 FY20 DCPS Enrollment and Summer School Data** (Tabs 1 and 2) for FY19 audited and FY20 reported DCPS student enrollment by grade for each school.

Q2: The following questions are regarding the DCPS out-of-boundary (K-12), application, and pre-K lottery process:

- a. **How many and what percentage of students applied through the lottery SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20? Please provide the numbers for each category—out-of-boundary, application, and Pre-K.**

In Fall 2013, the lottery process for DCPS changed dramatically with the introduction of the *My School DC* lottery. In every year since, additional students and families have applied to one or more DCPS schools with over 18,000 students applying in 2019.

In the chart below, the data shows that the largest group of unique DCPS applications apply to Pre-Kindergarten, with more than 7,000 applicants seeking either a PK3 or PK4 slot in 2018 and 2019. In addition, the number of students applying to selective high schools continues to increase yearly reaching over 2,500 applicants in 2019.

Students who Applied to the My School DC Lottery, including Out-of-Boundary, Pre-K 3 and Pre-K 4, and Selective High Schools

	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
# of Students who Applied to Out-of-Boundary Lottery (K-12th)	7,072	8,363	8,584	9,131	10,721	11,004

	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	SY19-20
# of Students who Applied to PK3 or PK4	5,309	6,410	6,551	6,600	7,162	7,288
# of Students who Applied to Selective High Schools (9-12th)*	2,166	2,165	1,990	2,255	2,486	2,650
Total # of Students who Applied to the Out-of-Boundary and PK Lottery	12,381	14,773	15,135	15,731	17,883	18,655

This table reflects unique applicants who applied by the initial My School DC deadlines.

**The “# of Student who Applied to Selective High School (9-12th)” is a subset of the “# of Students who Applied to Out-of-Boundary Lottery (K-12th).*

b. How many and what percentage of students in each school are out-of-boundary for SY17-18, SY18-19, and SY19-20 (to date)?

Similar to last year, approximately half of all DCPS students attend a school other than their in-boundary, or neighborhood, school. In some cases, this is because students are attending alternative or specialized programs, but it is also common for students to simply attend an out-of-boundary school that may better meet a student’s needs. In SY19-20 DCPS’ in-boundary student enrollment increased by 990 students over SY18-19. However, the total percentage of in-boundary students declined slightly due to DCPS’ net enrollment increase means there is a larger student body to compare this increase against.

- In SY18-19, 47 percent of students in grades PK3-12 attended a school other than their in-boundary school, this includes citywide, alternative and specialized schools.
 - Schools with Highest Out of Boundary percentage: Hyde-Addison ES (80%), Tyler ES (75%), and J.O. Wilson ES (69%)
 - Schools with Lowest Out of Boundary percentage: Janney ES (7%), Lafayette (12%), Maury ES (13%)
- In SY19-20 (to date), 49 percent of students in grades PK3-12 attended a school other than their in-boundary school, this includes citywide, alternative and specialized schools.
 - Schools with Highest Out of Boundary percentage: Tyler ES (70%), J.O. Wilson ES (69%), Stuart-Hobson MS (65%)
 - Schools with Lowest Out of Boundary percentage: Janney ES (4%), Lafayette (11%), Peabody ES (12%)

Please refer to **Q2 Attachment_SY19-20 Out-of-Boundary Enrollment to Date** for a detailed breakdown of out-of-boundary enrollment across all of DCPS.

Q3: Provide any updates to DCPS' policy with regard to designated Early Stages seats for Pre-K3 and Pre-K4. In the response please indicate how DCPS determines the number of Early Stages seats available at each school, how students are placed, and the process/policy for releasing Early Stages seats to a non-Early Stages student.

There have been no policy changes this year with regard to how Early Stages priority seats are assigned and used. Early Stages seats are reserved for un-enrolled three- and four-year-old children who are newly identified as eligible for special education and require services in a general education setting. Compliance with the Individuals with Disabilities Education Act (IDEA) requires that DCPS ensure the availability of seats into which these children may enroll.

DCPS reserves seats in PK3, PK4 and Mixed Age classrooms at every DCPS elementary school based on geographic trends in the identification of children with special needs, previous patterns of use, and the need to have inclusive settings available across the city. If it is determined that a child's IEP can be implemented in a general education setting, the child is offered a seat in his/her neighborhood school. If a PK3 or PK4 seat is not available at the neighborhood school, Early Stages will offer a seat at the next closest school that has a seat available. The offer location may also be informed by circumstances that are unique to the child or school (e.g., ADA accessibility, sibling attendance). Early Stages does not enroll children who are not eligible for special education into these seats. Unfilled PK4 seats are generally released at the beginning of the school year and may then be filled from the lottery waitlist. PK3 and Mixed Age seats are generally reserved all year in order to accommodate newly identified children.

Q4: Describe any changes made in the last fiscal year to DCPS' practices for Medicaid billing? In particular, please provide the following information on Medicaid billing for school-based services:

- a. **DCPS's total Medicaid billing and total Medicaid received for FY17, FY18, FY19, and FY20 to date;**
- b. **A list of the 20 most frequently billed Medicaid reimbursable school-based services; and**
- c. **A school-by-school breakdown of Medicaid billing that was billed and received for FY17, FY18, FY19, and to date in FY20.**

There were no major changes made to DCPS' practices for Medicaid billing in the last fiscal year.

- a. **DCPS's total Medicaid billing and total Medicaid received for FY18, FY19, FY20 to date;**

In FY18, DCPS' total Medicaid reimbursement was \$19,495,190.40. In FY19, DCPS received \$13,955,702.94. In FY20 to date, DCPS has received \$2,816,160.79. The FY17



and FY18 Cost Report (CR) audit has been completed and DCPS expects both cost report lump sums in early 2020. The FY19 CR will be completed and submitted to DHCF by the end of June 2020. An outline of the total Medicaid received for FY18, FY19, and FY20 to date follows:

FY18-FY20 Medicaid Revenue

Fiscal Year	Amount Billed	Amount Received
FY18	\$ 29,298,626.09	\$ 19,495,190.40
FY19	\$ 20,771,025.27	\$ 13,955,702.94
FY20	\$ 5,087,550.61	\$ 2,816,160.79

Please see **Q4 Attachment_FY18-20 Medicaid Revenue** for an outline of DCPS’ total Medicaid billing for FY18, FY19, and FY20 to date.

- b. **A list of the 20 most frequently billed Medicaid reimbursable school-based services; and**

The 20 most frequently billed Medicaid reimbursable school-based services:

Service Type	Procedural Code
Speech-Language Pathology	92508 - Group Therapy session - Speech Therapy
Occupational Therapy	97530 - OT Dynamic Therapeutic Activities
Speech-Language Pathology	92507 - Individual Therapy Session - Speech
Psychology	96101 - Psych Testing, Per Hour
Physical Therapy	97150 - PT Therapeutic procedure, group
Behavioral Support Services	H0004 - Group Behavioral Counseling Therapy
Behavioral Support Services	H0004 - Individual Behavioral Counseling Therapy
Behavioral Support Services	90853 - Group Psychotherapy
Physical Therapy	97530 - PT Dynamic Therapeutic Activities
Behavioral Support Services	90834 - Psychotherapy, 45 Minutes with Patient.
Speech-Language Pathology	92523 - Speech/Hearing Evaluation
Behavioral Support Services	90832 - Psychotherapy, 30 Minutes with Patient
Occupational Therapy	97168 - Occupational Therapy Re-evaluation
Behavioral Support Services	90837 - Psychotherapy, 60 minutes with Patient
Speech-Language Pathology	92507 - Individual Therapy Session - Speech ...
Occupational Therapy	97166 - Occupational Therapy Evaluation
Physical Therapy	97162 - Physical Therapy Evaluation
Physical Therapy	97150 - PT Therapeutic Procedure, Group



Service Type	Procedural Code
Physical Therapy	97164 - Physical Therapy Re-evaluation
Occupational Therapy	97003 - Occupational Therapy Evaluation

- c. **A school-by-school breakdown of Medicaid billing that was billed and received for FY18, FY19 and to date in FY20.**

Please see attachment **Q4 Attachment_FY18-20 Medicaid Billing By School** for a school-by-school breakdown of Medicaid billing received for FY18, FY19, and to date in FY20.

- Q5: Explain any emergency response procedures in place for DCPS as it relates to on-campus emergencies, including any calls to 911 made during the school day. Also please discuss how in FY17, FY18, and FY19 to date the agency communicates, trains, and ensures the practice of school safety plans and drills.**

DCPS adheres to the District of Columbia School Emergency Response Plan and Management Guide known as the “Redbook,” which provides a set of Universal Emergency Procedures. The DC Emergency and Safety Alliance (ESA) is a collaborative group led by DC Homeland Security and Emergency Management Agency (HSEMA). The ESA has established procedures for both DCPS and DC Charter Schools to follow. The ESA Redbook is a set of standards to be implemented across a variety of emergency situations. The five procedures that are most utilized to respond to various emergencies include:

- Building evacuations
- Lockdown
- Alert status
- Severe weather/Safe area procedures
- Shelter-in-place

The details regarding the School Emergency Response Plan and Management Guide can be found at <https://esa.dc.gov/page/school-guides-and-protocols>. All DCPS schools have a School Emergency Response Team (SERT).

The DCPS Emergency Planning and Guidance team (EP&G) communicates with school leaders throughout the school year regarding updates related to emergency preparedness, school emergency response plans compliance, all-hazard emergency response procedures, mandatory safety drill compliance, training opportunities, and overall emergency planning shared best practices. EP&G communicates updates through several platforms such as:

- DCPS Principals' Weekly Newsletter
- School Operations Newsletter (recipients are school-based operations staff)
- Direct emails to Principals and SERT team points of contacts

EP&G works closely with HSEMA, the Department of General Services (DGS), Metropolitan Police Department (MPD), Fire and Emergency Medical Services (FEMS) Department, and the District Department of Health (DOH), to support our schools' emergency preparedness efforts. All these agencies play a significant role in the collaborative work of the District's ESA.

Since the start of School Year 19-20, DCPS has prioritized Emergency Response Plan (ERP) compliance efforts to ensure that school submissions were approvable by FEMS. We understand that an accurate and complete ERP would afford school staff the ability to prepare for and respond to emergency situations in an appropriate manner. As a result, we have taken the corrective next steps:

- The EP&G team reviewed each school's ERP and provided detailed instructions and guidance to school leaders with site-specific corrections and information needed to satisfy ERP requirements.
- With the assistance of the DCPS School Operations team and support from Instructional Superintendents, physical site visits were conducted across the district to address all outstanding actions.
- On October 15, 2019, DCPS staff met with FEMS leadership regarding the ERPs submitted and the associated approval status of each respective ERP. FEMS assured DCPS that the team would review and begin approving ERPs immediately, with the goal of completing the reviews prior to November 1, 2019.

This agency-wide protocol resulted in completed ERPs for each school as of October 23, 2019. We intend to utilize this same process moving forward. We will continue to work in concert with FEMS to ensure that all SY19-20 ERPs are reviewed and approved as required.

- Q6: Please provide an update on how DCPS is monitoring implementation of the Student Fair Access to School Amendment Act of 2018. Please include updates on the following:**
- a. Status update on the revisions to DCMR Title V Chapter 25 in light of SFASAA**
 - b. Development of DCPS and individual school discipline policies and any challenges experienced, including how DCPS is involving students, parents, and staff;**
 - c. DCPS' in-school suspension policy and how central office monitors schools' compliance with the policy;**
 - d. Any updates to DCPS due process rights and procedures;**
 - e. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended;**
 - f. The additional reporting requirements in the bill; and**
 - g. Any steps that DCPS is taking to support schools to prepare for the next phase of implementation, SY2020-2021;**

- a. Status update on the revisions to DCMR Title V Chapter 25 in light of SFASAA**

Through our Capital Commitment, DCPS has committed to ensuring that every student feels loved, challenged, and prepared to positively influence society and thrive in life. DCPS has set ambitious goals to raise achievement for all students and accelerate growth for students experiencing the greatest disparities. To achieve such bold and necessary goals, DCPS' staff must affirm our students' cultures and communities, incorporate SEL in their day-to-day work, and ensure that we are identifying and addressing systemic inequities.

To achieve these goals, DCPS has invested heavily to ensure the academic and social-emotional needs of students can be met at school. This work includes re-envisioning discipline policies so that we support students with challenging behaviors while also maintaining a positive classroom community for all. In preparation to implement the SFASA's requirements that began in SY19-20, DCPS issued guidance and held multiple training sessions for school leaders, teachers, and behavior staff on the requirements and implications of the legislation.

To support the implementation of the Student Fair Access to Schools Amendment Act of 2018 (SFASAA), DCPS added two Restorative Practice Specialists and three Social Emotional Learning (SEL) Specialists to the Social-Emotional Learning & School Climate team. These additional staff members support schools to: 1) develop safe and nurturing learning environments that focus on building and maintaining positive relationships with students; 2) create alternatives to suspensions that focus on skill development and restoring harm; and 3) design supports and interventions for students who struggle with behavioral challenges.

Within the Cluster Support Model, the SEL-School Culture Team supports building capacity at the school level to establish thriving school cultures through SEL best practices. Over the summer, DCPS provided training to our school leaders at our School Leadership Academy, providing guidance on the updates for SFASAA School Year 19-20. Three DCPS Central Office Teams – SEL-School Culture, Policy and Compliance, and the Department of Specialized Instruction – also collaborated to facilitate a policy session informing practice around student discipline.

In order to ensure effective monitoring of SFASA, DCPS has designed the DCPS Data Analysis Center (DDAC) to provide daily updates on our student discipline data. This platform monitors the following metrics: Year-to-date (YTD) out of school suspensions (OSS), OSS by subgroups, OSS that are awaiting administration actions, and OSS by infractions. The SEL-School Culture Team analyzes this data weekly and collaborates with schools it identifies with the greatest need on interventions and strategies to address student discipline practices.

Additionally, DCPS continues to evaluate and plan for a potential revision DCMR Title V Chapter 25. This includes engagement with school leaders and school-based staff on their needed supports. DCPS hopes to use the current school year



to learn what policies and procedures are most successful in supporting students.

b. Development of DCPS and individual school discipline policies and any challenges experienced, including how DCPS is involving students, parents, and staff.

DCPS has updated our K-12 Discipline policy guidance to align with SFASA K-5 requirements: Beginning SY19-20, no K-5 students can receive an OSS unless they willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to adults or students. In order to align our practices, DCPS analyzed and considered which infractions should no longer be eligible for OSS and DCPS is creating an extensive bank of interventions to support student behavior. DCPS consistently sought and continues to consider feedback and input from parents, students, and staff through the Chancellor's Parent, Teacher, Student, and Principal Advisory Boards on how to improve our discipline practices and policies.

c. DCPS' in-school suspension policy and how Central Office monitors schools' compliance with the policy.

DCPS has created guidance to support schools in establishing effective In-School Suspension programs. Our Student Behavior Team is hosting a series of professional development opportunities for school-based behavior team members to learn best practices. DCPS monitors schools' compliance through reviewing data in our Student Behavior Tracker (SBT).

d. Any updates to DCPS due process rights and procedures.

As required by the SFASA, any suspension of six or more days now requires a hearing to be held by an Administrative Law Judge from the Office of Administrative Hearings. This process has been incorporated into DCPS' data system, the Student Behavior Tracker (SBT). Specifically, additional modifications have been made to SBT to ensure for accuracy of reporting and regular monitoring.

e. Challenges and successes in implementing Section 204(b) regarding the number of days a student may be suspended.

For School Year 2019-20, there have been no students who have received proposed suspensions that would cause them to have more than 20 cumulative days of suspension. Using DDAC, DCPS is successfully monitoring student suspensions entered into SBT in real time, and schools can view monthly reports on how many students have more than 5, 10, and 15 suspension days to assist staff in aligning additional supports for students. SBT requires Chancellor approval when a suspension has been entered that would result in a student having more than 20 cumulative school days. While this and other additional approvals provide vital oversight of the process, the addition of these approval

steps has increased the time it takes for these suspensions to be approved or denied.

f. The additional reporting requirements in the bill.

The additional reporting requirements in the bill have been addressed by a number of DCPS teams. The SEL-School Culture team monitors suspension data. The School Mental Health team monitors and receives notifications when a student has been suspended for ten (10) or more days. The School Mental Health Team also works with school-based providers to ensure that students have a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) when necessary and appropriate. The BIP helps school-based teams make informed decisions and support their students by sharing strategies to help students realize their behavioral goals adaptively and identify reinforcers to maintain prosocial behavior.

g. Any steps that DCPS is taking to support schools to prepare for the next phase of implementation in SY19-20.

DCPS will continue to train staff on the implementation of the SFASA and provide ongoing training and technical assistance throughout the school year. In addition to training staff on the compliance requirements of the Act and updates to Chapter 25, DCPS will focus trainings on developing and implementing school-wide positive behavior support models, training staff on trauma-informed best practices, and equipping students with the ability to develop the skills necessary to effectively manage conflict and stress. For example, DCPS will continue to offer trainings on restorative practices and has contracted with the International Institute for Restorative Practices to certify trainers within DCPS.

In addition to continuing prior trainings, DCPS will consider stakeholder feedback and craft additional trainings and supports for SY19-20. Once Chapter 25 regulation and policy revisions are final, DCPS will also create an implementation protocol for staff; an FAQ for staff, families and students; and a Student Code of Conduct.

Q7: How does DCPS ensure that discipline for dress code or uniform violations is not instituted in a manner that is discriminatory based on gender, race, or other protected characteristic, such as described in the 2018 report from the National Women’s Law Center, “Dresscoded”?

DCPS continues to train staff on basic compliance of Title VI and Title IX regulations, as well as raise awareness about how to mitigate implicit bias in our schools, policies, and their implementation. During Summer Leadership Institute (SLI) and Office of the Chief Operating Officer Institute (OCOO) in Summer 2019, DCPS facilitated trainings for more than 800 school leaders, teacher leaders, and operations staff, directly highlighting student anecdotes from the National Women’s Law Center report. The training outlined how dress code practices posed inequities on the basis of race, culture, gender, gender expression, religion, and socioeconomic class. Furthermore, the training emphasized

that it was a breach of our regulations for students to be sent home and miss valuable instructional time on the basis of dress code.

Q8: List all DCPS campuses with a language access liaison. For each, please indicate whether that position is full-time, part-time, and whether they are shared with other campuses. If they are part-time, please indicate how much time a liaison spends on-site at the campus.

DCPS firmly believes that our community’s diversity is an asset. We are committed to serving students and families from diverse languages and background, and we strive to communicate with families in a language they understand to ensure equal access to information.

School Name	Position(s)
Aiton ES	Itinerant ESL Teacher
Amidon-Bowen ES	Itinerant ESL Teacher
Anacostia HS	Itinerant ESL Teacher
Ballou HS	Assistant Principal
Ballou STAY HS	Itinerant ESL Teacher
Bard High School Early College DC (Bard DC)	Itinerant ESL Teacher
Beers ES	Social Worker
Benjamin Banneker HS	Itinerant ESL Teacher
Boone ES	Itinerant ESL Teacher
Browne EC	ESL Teacher
Bunker Hill ES	ESL Teacher
Burroughs ES	ESL Teacher
Burrville ES	Itinerant ESL Teacher
C.W. Harris ES	Itinerant ESL Teacher
Capitol Hill Montessori School @ Logan	Itinerant ESL Teacher
Cardozo EC	ESL Teacher; Strategy & Logistics Director
Columbia Heights EC (CHEC)	Instructional Coach; Bilingual Counselor
Deal MS	ESL Teacher
Dorothy I. Height ES	ESL Teacher
Drew ES	Itinerant ESL Teacher
Duke Ellington School of the Arts	Itinerant ESL Teacher
Eastern HS	ESL Teacher
Eaton ES	Registrar
Eliot-Hine MS	Registrar
Garfield ES	Itinerant ESL Teacher
Hart MS	Itinerant ESL Teacher
Hearst ES	ESL Teacher (2)
Hyde-Addison ES	ESL Teacher
Ida B. Wells Middle School	ESL Teacher
Inspiring Youth Program	Itinerant ESL Teacher
J.O. Wilson ES	ESL Teacher
Janney ES	ESL Teacher



School Name	Position(s)
Jefferson Middle School Academy	Strategy & Logistics Coordinator
Kelly Miller MS	Strategy & Logistics Manager
Ketcham ES	Itinerant ESL Teacher
King, M.L. ES	Itinerant ESL Teacher
Kramer MS	Itinerant ESL Teacher
Lafayette ES	ESL Teacher
Leckie EC	Itinerant ESL Teacher
Ludlow-Taylor ES	ESL Teacher
Luke C. Moore HS	ESL Teacher
Mann ES	ESL Teacher
Marie Reed ES	ESL Teacher
Maury ES	General Elementary Teacher
McKinley MS	Strategy & Logistics Director
McKinley Technology HS	Strategy & Logistics Director; Spanish Teacher
Moten ES	Itinerant ESL Teacher
Murch ES	ESL Teacher
Nalle ES	ESL Teacher
Oyster-Adams Bilingual School (Adams)	ESL Teacher
Patterson ES	Social Worker
Payne ES	Itinerant ESL Teacher
Phelps Architecture, Construction and Engineering HS	ESL Teacher
Powell ES	Administrative Aide; Parent Coordinator
Randle Highlands ES	Itinerant ESL Teacher
River Terrace EC	ESL Teacher
Roosevelt HS	Assistant Principal
Roosevelt STAY HS	Assistant Principal
Ross ES	ESL Teacher
Savoy ES	Itinerant ESL Teacher
School-Within-School @ Goding	Itinerant ESL Teacher
Seaton ES	Assistant Principal
Simon ES	Itinerant ESL Teacher
Smothers ES	ESL Teacher
Sousa MS	Itinerant ESL Teacher
Stoddert ES	ESL Teacher
Stuart-Hobson MS (Capitol Hill Cluster)	ESL Teacher
Thomas ES	Itinerant ESL Teacher
Thomson ES	ESL Teacher
Truesdell EC	ESL Teacher (2)
Tubman ES	ESL Teacher (2)
Turner ES	ESL Teacher
Tyler ES	Strategy & Logistics Coordinator
Van Ness ES	Itinerant ESL Teacher
Washington Metropolitan HS	Itinerant ESL Teacher



School Name	Position(s)
Watkins ES (Capitol Hill Cluster)	Itinerant ESL Teacher
West EC	ESL Teacher
Wheatley EC	Assistant Principal
Whittier EC	ESL Teacher
Woodrow Wilson HS	General Secondary Teacher
Woodson, H.D. HS	Itinerant ESL Teacher
Youth Services Center	Itinerant ESL Teacher

Q9: Describe in detail DCPS’ programs, training, or interventions to address commercial sexual exploitation of students attending DCPS schools in SY18-19 and SY19-20 to date.

In SY17-18, the DCPS School Mental Health (SMH) Team required all school-based social workers to participate in a professional development training on domestic violence and sex trafficking. DCPS provided written guidance through the 2018-2019 related service provider guidebook regarding sex trafficking prevention and screening to help school mental health providers proactively educate students regarding risk factors and identify students in need of intervention.

Between SY16-17 and SY17-18, DCPS offered two trainings related to the commercial sexual exploitation of students. In SY18-19, three (3) SMH Team members participated in a train the trainer professional development of Stewards of Children and partnered with District of Columbia Public Charter School Board to avail a professional development conference for preventing and responding to sexual abuse in schools entitled, Ahead of the Curve. This academic year, the SMH Team has trained the workforce to provide three (3) new, evidence-based interventions (EBTs) to support students of all ages who are at-risk or have verbalized that they are being exploited. These are intended as either individual or small-group interventions. These are:

- **I Am Little Red:** I am Little Red is a 10-minute animated short story aimed at children most at-risk for sex trafficking with the goal of prevention and awareness. The film is a contemporary re-imagining of the classic fairy tale, Little Red Riding Hood, that addresses the four tactics a trafficker will typically use to lure a child off their path.
- **Tell Your Friends:** Educates high-risk middle school students about their rights and resources in the classroom while empowering and motivating students with the knowledge, communication skills, and community resources to keep themselves safe from exploitation and trafficking. The goal is to encourage students to become peer educators who will “tell their friends,” families, and communities how to do the same.
- **LIGHTS:** Empowers high school students with the knowledge and skills to protect themselves from human trafficking and exploitation using a narrative-based prevention and education curriculum.

Sixty- three (63) social work providers were trained in these interventions; 26 were trained in I Am Little Red, 14 in Tell Your Friends, and 22 social workers were trained in LIGHTS. Our goal is to train all school social workers in the intervention specific to the age of students they serve over the next three years.

The SMH team offers several other EBTs that address the trauma and other signs and symptoms that students may experience as a result of sexual exploitation and/or human trafficking, such as:

- **Bounce Back:** Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events.
- **Cognitive Behavioral Intervention for Trauma in Schools (CBITS):** CBITS program is a school-based group and individual intervention designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems and to improve functioning, grades and attendance, peer and parent support, and coping skills.
- **Love is not Abuse (LINA):** LINA promotes healthy approaches to dating relationships and conflicts.
- **Structured Psychotherapy for Students Responding to Chronic Stress (SPARCS):** SPARCS is a strength-based intervention that focuses on enhancing student resilience through the development of important self-regulatory, problem solving, and communication skills.

- Q10: Please provide an update on DCPS policies and guidelines related to the use of physical restraint and seclusion in schools. Please be sure to include the following information in your response:**
- a. Has DCPS issued any form of guidance related to the use of physical restraint and seclusion in schools since its August 2011 “Guidelines for Physical Restraint and Seclusion”?
 - a. If yes, please provide copies of all such guidance
 - b. If no, please describe any plans to issue updated guidance
 - b. Please list and describe any and all trainings provided to DCPS administrators or staff regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date
 - c. Please provide any data or statistics regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date, broken down by school
 - a. Please indicate the number of incidents of restraint and/or seclusion where the student was receiving special education services.
 - b. Please indicate the number of incidents of restraint and/or seclusion where the student was in the general education curriculum or not receiving special education services.
 - c. If no such data exists, please provide an explanation as to why this data has not been collected, given the reporting requirements of DCPS’s August 2011 “Guidelines for Physical Restraint and Seclusion”
- a. Has DCPS issued any form of guidance related to the use of physical restraint and seclusion in schools since its August 2011 “Guidelines for Physical Restraint and Seclusion”?

The DCPS Guidelines for Physical Restraint and Seclusion issued in 2011 are still in effect. To view the guidelines, please see **Q10 Attachment_DCPS Guidelines for Physical Restraint and Seclusion**. DCPS is currently updating the guidelines to continue to align with national best practices. In addition, DCPS references guidance from the U.S. Department of Education (see: [Restraint and Seclusion: Resource Document](#) and) [Dear Colleague Letter: Restraint and Seclusion of Students with Disabilities](#). Policy implementation is the responsibility of school administrators with support and supervision from their supervisors and relevant central office teams.

b. Please list and describe any and all trainings provided to DCPS administrators or staff regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date

DCPS does not train staff in physical restraint or seclusion because we do not believe these practices are safe for children. Some administrators and staff in specific special education settings are provided SafetyCare Certification to ensure that classroom environments are engineered for student safety, adults know students and self well enough to avoid triggers and that verbal de-escalation is emphasized. In the event that a student is in crisis, and poses an imminent threat to self or other, students are safely escorted by two staff members to a less-stimulating environment. This could be a de-escalation space that has windows and unlocked doors. Students are never alone in a de-escalation space.

c. Please provide any data or statistics regarding the use of physical restraint and seclusion in SY2018-2019 and SY2019-2020, to date, broken down by school

- 1. Please indicate the number of incidents of restraint and/or seclusion where the student was receiving special education services.**
- 2. Please indicate the number of incidents of restraint and/or seclusion where the student was in the general education curriculum or not receiving special education services.**
- 3. If no such data exists, please provide an explanation as to why this data has not been collected, given the reporting requirements of DCPS's August 2011 "Guidelines for Physical Restraint and Seclusion"**

After review of existing data systems, this data is not available to share. DCPS will work to ensure accurate tracking of this requirement at the school-level and we anticipate being able to report in future oversight responses. To do so, DCPS will ensure that Principals and school-based behavior teams are trained on how to properly input this data into SBT.

Q11: The following questions are regarding DCPS' school security program:

a. Provide the following information for SY16-17, SY17-18, SY18-19 to date for each school:



1. The total number of security personnel (including MPD officers, special police officers, private non-SPO security personnel, and/or other) assigned to the school;
 2. The number of MPD officers assigned to the school;
 3. The number of special police officers assigned to the school;
 4. The number of private non-SPO security personnel assigned to the school; and
 5. The number of any other security personnel assigned to the school.
- b. What is the cost for school security contracts in FY18, FY19, and FY20 to date? Please breakout personnel versus other costs.
 - c. Please describe the role for each type of school security personnel pursuant to the relevant contract.
 - d. Provide a copy of each contract for school security personnel FY18, FY19, and FY20.
 - e. Please provide any training manuals, regulations, directives, or other documents that instruct school security personnel on their roles and responsibilities.
 - f. Please describe the professional development or training opportunities offered to school security personnel SY17-18, SY18-19, and SY19-20 to date. Please specify if any training is related to adolescent development; positive youth development; restorative justice; de-escalation techniques; and youth mental health.
 - g. How many allegations of school security personnel misconduct were reported to DCPS during FY18, FY19, and FY20 to date? How were the allegations investigated? What were the results of the investigations?
 - h. What information, if any, does DCPS provide students explaining their rights while interacting with school security personnel and the procedure for reporting a complaint?
 - i. Please provide any agendas, notes, summaries, attendance numbers, or other materials from the monthly security guard feedback meetings conducted during SY17-18, SY18-19, and SY19-20 to date.
 - j. Has DCPS surveyed or asked students to provide feedback on performance and interactions with school security personnel during SY17-18, SY18-19, or SY19-20? If yes, please provide the key findings or results.

The table below summarizes the school security personnel by school year.

School Year	DCPS SPO	Guard I (SO)	Guard II (SPO)	MPD SROs
16-17	28	277	36	111
17-18	28	285	54	111
18-19	26	272	51	122
19-20	19	277	51	98

Guard II officers have legal authority to restrain suspects engaged in crimes on school grounds. Guard I officers are also licensed, but they do not have the authority to restrain. Neither level of security officers (Guard I or Guard II) are permitted to carry firearms on school grounds.

b. What is the cost for school security contracts in FY18, FY19, and FY20 to date? Please breakout personnel versus other costs.

- The DCPS school security contract for security officer personnel in **FY2018** totaled \$22,146,011.45. The non-personnel costs in FY2018 totaled \$1,406,348.00
- The DCPS school security contract for security officer personnel in **FY2019** totaled \$21,492,063.63. The non-personnel costs in FY2019 totaled \$1,505,664.00
- The DCPS school security contract for security officer personnel in **FY2020** is projected to be \$23,458,808.27. The non-personnel costs in FY2020 are projected to be \$1,619,061.00

c. Please describe the role for each type of school security personnel pursuant to the relevant contract.

The table below outlines the roles and responsibilities by security position type.

Types of Officers	Officer Duties & Responsibilities
<p>DCPS Security Staff: Special Police Officers (SPOs) Special Police Officers (SPOs) or Patrol Officers provide general law enforcement duties to ensure a safe environment. SPO's establish and maintain a close partnership with school administrators, staff, students, and parents to provide a safe school environment.</p>	<p>SPO duties:</p> <ul style="list-style-type: none"> • Handle general law enforcement duties for DCPS; • Respond to emergency situations at schools, travelling between locations; • Monitor security contract compliance in schools, and report any issues; • Monitor alarms, camera systems, and emergency calls, including the CCTV camera systems and fire alarms; • Interact with other law enforcement agencies on behalf of DCPS; • Supports emergency planning, gives guidance and ensures compliance; • Assist with Safe Passage before and after school; • Participate in school safety committee meetings; • Provide support to at risk youth; • Mediate conflict between members of the school community; • Issue barring notices; • Make arrests when necessary, but only as a last result.

Types of Officers	Officer Duties & Responsibilities
<p>Contract Security Officers (SOs) Security Officers (SOs) work for DCPS and MPD through a contract. These Contract officers (also known as contracted security guards) are school based and support the school principal and staff to ensure the safety of all students. Since July 9, 2017, all SOs are employees of Security Assurance Management, Inc. (SAM).</p>	<p>SO duties:</p> <ul style="list-style-type: none"> • Welcome and greet all guests to DCPS facilities; • Perform entrance screenings for students and guests, and ensure visitor sign in; • Conducting security patrols throughout the building; patrol post orders include the monitoring of all common spaces, hallways, stairwells, restrooms, entrances, and exits; • Provide security coverage at athletic and after-hour school-based events; • Prepare incident reports; • Some SO are Guard I and some are Guard II; Guard II have the ability to detain and are mostly assigned to secondary schools.
<p>MPD School Resource Officers (SROs) School Resource Officers (SROs) are MPD police officers who specialize in supporting schools. SROs are a part of MPD’s School Safety Division. SRO’s lead in delivering security services and safety resources to DCPS schools on a full-time basis. SRO’s are deployed according to a “cluster model” and are responsible for supporting multiple schools in an area.</p> <p><i>While SROs are the primary MPD group seen by our schools, there are other MPD units, detectives, and officers who interact and support schools.</i></p>	<p>SRO duties:</p> <ul style="list-style-type: none"> • Respond to emergencies in and around their assigned schools; • Inform DCPS Police and school community of criminal activity impacting schools; • Make arrests when necessary, but partner with DCPS and others to pursue alternative methods for addressing disorder and conflict; • Participate in school safety committee meetings; • Conduct school security assessments focused on crime prevention; • Assist DCPS in the coordination of the Safe Passage Program to provide safe routes for youth; • Provide support to at risk youth, by way of conducting home visits to chronically truant or suspended students.

d. Provide a copy of each contract for school security personnel FY18, FY19, and FY20.

District of Columbia Office of Contracting and Procurement (OCP) led MPD and DCPS in a new contract solicitation in Spring 2017. The contract with Security Assurance Management, Inc. (SAM) covers FY18, FY19 and FY20.

Please see **Q11 Attachment_FY18 MPD DCPS School Security Contract**.

e. Please provide any training manuals, regulations, directives, or other documents that instruct school security personnel on their roles and responsibilities.

DCPS provides regular guidance to all school security personnel by following licensing and training requirements established by MPD's Security Officers Management Branch (SOMB). All Special Police Officers, Security Officers and Private Detective Agency Owners are required to have knowledge of District of Columbia Municipal Regulations Title 6A, Chapter 11 and Title 17 Chapters 20 and 21. DCPS provides annual and ongoing training to its SPO according to DC Code and Regulations. DCPS provides ongoing training, guidance, and technical assistance to security personnel through:

- Operations development (professional development)
- Emergency preparedness training offerings
- Collaborative sessions and exercises with MPD
- Collaborative sessions and exercises with FEMS
- Exercises with HSEMA

Additionally, DCPS collaborates with MPD and the contractor in providing input around specific aspects to be covered during training. Below, in response to question 11 - F, we have shared the topics covered during contractor-led trainings, and where DCPS has supplemented additional offerings.

f. Please describe the professional development or training opportunities offered to school security personnel SY17-18, SY18-19, and SY19-20 to date. Please specify if any training is related to adolescent development; positive youth development; restorative justice; de-escalation techniques; and youth mental health.

In addition to the suite of training, guidance, and technical assistance provided to all security staff, as described in question 11-E, DCPS collaborates with MPD to provide training to contracted staff.

During School Year 2017-2018, the mandatory 40-hour basic training was conducted for all contracted officers by the security vendor (Security Assurance Management, Inc). Additionally, supplemental training was provided by the contractor, aligned with DCPS focus on school climate improvement. The training included the following (aspects provided by DCPS have been noted below):

- Conduct and Appearance
- Observation, Description & Report Writing
- Patrol Techniques
- Magnetometer, X-Ray Machine, CCTV, Radios, Equipment & Screening
- Diversity
- School Security Orders
- Effective Communications
- Ethics
- Visitor Control
- Sexual Harassment
- Availability of Social Services
- Emergency Response: Violence, Bomb Threats, Terrorism, and Natural Disasters

- Restorative Justice Circles (provided by DCPS Behavior Team)
- Customer Service (provided by DCPS School Operations Team)

In School Year 2018-2019, the 40 mandatory hours of basic training topics are the same as above. Supplemental training regarding de-escalation techniques, restorative justice circles and customer services will be included in additional course offerings that DCPS will provide in Spring 2019 sessions. The Restorative Justice Circle training was first presented to contracted officer supervisors in Spring 2018.

In School Year 2019-2020, DCPS anticipates that 40 hours of mandatory supplemental training for contract security officers will be conducted during the week of February 18-22, 2020. The subjects being addressed are being developed collaboratively between MPD, DCPS and the contractor Security Assurance Management (SAM) Inc.

g. How many allegations of school security personnel misconduct were reported to DCPS during FY18, FY19, and FY20 to date? How were the allegations investigated? What were the results of the investigations?

- In School Year 2017-2018, there was one allegation. The individual was dismissed from the contract.
- In School Year 2018-2019, there were two allegations regarding the same security officer. The individual was dismissed from the contract.
- In School Year 2019-2020 to date, there have been three allegations of security officer misconduct. Two officers were dismissed from the contract and one officer was cleared of allegations and returned to duty.

h. What information, if any, does DCPS provide students explaining their rights while interacting with school security personnel and the procedure for reporting a complaint?

Student rights are covered primarily by DCMR Chapter 24 and, in part, by DCMR Chapter 25. Students are provided with this information during orientation and in school handbooks. The District's Student Grievance Process is also available on the DCPS website. DCPS security personnel may interview students when gathering more information about a school-related incident, and when students are involved in a disciplinary situation or other violation that could rise to the level of criminal liability. Parents are notified when these type of school situations have occurred.

i. Please provide any agendas, notes, summaries, attendance numbers, or other materials from the monthly security guard feedback meetings conducted during SY17-18, SY18-19, and SY19-20 to date.

On a regular basis, DCPS conducts School Safety Committee meetings for individual schools. School leaders and safety POCs meets regularly with DCPS school security and

MPD to discuss security and performance matters pertaining to school security and safe passage in schools. For an example agenda, please **see Q11 Attachment_School Safety Alliance Meeting Agenda.**

DCPS and MPD regularly meet to discuss safety and security of schools, including:

- Daily School Safety Division conference call (the call focuses on ongoing and significant juvenile situations across the District)
- Weekly, DCPS and MPD discuss athletic events and related patrol and contract needs
- Annually, DCPS and MPD meet to discuss the contract deployment
- Annually, DCPS and MPD participate in meetings and exercising regarding emergency response

In addition, MPD, as the contract administrator, schedules and convenes regular meetings (typically monthly) with the security contractor, where compliance issues and changes in deployment, schedules or duties are discussed. DCPS participates in these meetings.

j. Has DCPS surveyed or asked students to provide feedback on performance and interactions with school security personnel during SY17-18, SY18-19, or SY19-20? If yes, please provide the key findings or results.

In School Year 2017-2018, DCPS began a Panorama survey, that emphasizes social emotional learning index. A part of the survey is a series of student satisfaction questions. There is one item related to school safety — “I feel safe at my school.” The School Year 2017-2018 result for this item was 82 percent affirmative. The School year 2018-2019 result for this item was 84 percent affirmative.

Human Capital

Q12: Describe how DCPS, through its role on the Coordinating Council on School Mental Health, is working to support the expansion of school-based behavioral health services in DCPS schools. Please also provide any barriers or concerns of DCPS schools with regards to the expansion.

DCPS representation on the Coordinating Council has provided both a school and central office lens that has been instrumental in guiding communication, phased implementation, and timing considerations. The Coordinating Council has also had the benefit of DCPS’ well-established practices and procedures that informed early expansion planning. Several examples of information sharing with the Coordinating Council include the DCPS staffing formula, screening protocol, community partnership vetting process, and community partnership MOA templates.

DCPS has worked to support the expansion primarily as thought partners since the Council’s inception, as well as in practical ways such as: 1) leading the matching process between community organizations and schools; 2) co-chairing the implementation sub-

committee; 3) communicating expansion related information at both central office and school levels; 4) problem solving with school leaders, school behavioral health coordinators, and school teams; and 5) monitoring the data on our numeric student facing reach.

The most troubling barrier to the expansion of school-based behavioral health services in DC Public Schools is staffing. Some community-based organizations have not all staffed to support schools timely. Howard University Research Administration Services has been matched to Aiton, Brookland, Luke C. Moore, Washington Metropolitan, McKinley MS and McKinley Technology High School, but none of the schools have been staffed. Other community-based organizations (CBOs) with gaps in coverage and are recruiting applicants. Effective January 3, 2020, the Department of Behavioral Health reports that 73 percent of DCPS Cohort One schools are staffed with a CBO clinician while 70 percent of Cohort Two schools have a CBO clinician. Within the Coordinating Council, DCPS has provided input on corrective action planning steps.

- Q13: For all DCPS schools participating in Cohorts 1 and 2 of the school-based mental health expansion, please identify by name and position the individual at each school who has been identified as the School Mental Health Coordinator, responsible for coordinating all school mental health efforts, including the completion of the School Strengthening Tool and Work Plan. Please include the following information:**
- a. Hours per week each individual has spent on this role**
 - b. Whether they have received any compensation for taking on this additional role**
 - c. Obstacles or barriers schools are facing in assigning this role to staff with existing roles and responsibilities**
 - d. If schools have not identified a School Mental Health Coordinator, the reasons for not doing this**

The following is a list of schools with School Behavioral Health Coordinators (SBHCs), by cohort:

School Name	Cohort
Aiton ES	Cohort I
Anacostia HS	Cohort I
Ballou	Cohort I
Cardozo EC	Cohort I
Coolidge HS	Cohort I
CW Harris	Cohort I
Dunbar HS	Cohort I
Eastern HS	Cohort I
Eliot-Hines	Cohort I
Garfield	Cohort I
Hart MS	Cohort I
HD Woodson HS	Cohort I



School Name	Cohort
Hendley	Cohort I
Houston	Cohort I
Jefferson MS Academy	Cohort I
Johnson Hayden MS	Cohort I
Kelly Miller MS	Cohort I
Ketcham ES	Cohort I
Kimball	Cohort I
King	Cohort I
Kramer MS	Cohort I
Luke C. Moore Academy	Cohort I
Malcolm X	Cohort I
Moten ES	Cohort I
Patterson ES	Cohort I
Roosevelt HS	Cohort I
Savoy ES	Cohort I
Smothers ES	Cohort I
Sousa MS	Cohort I
Stanton	Cohort I
Turner ES	Cohort I
Walker Jones	Cohort I
Washington Metropolitan	Cohort I
Amidon-Bowen ES	Cohort II
Bancroft ES	Cohort II
Barnard ES	Cohort II
Beers ES	Cohort II
Boone ES	Cohort II
Brightwood EC	Cohort II
Brookland	Cohort II
Browne EC	Cohort II
Bruce Monroe ES @ Park View	Cohort II
Burrville ES	Cohort II
CHEC	Cohort II
Deal	Cohort II
Dorothy I. Height ES	Cohort II
Drew ES	Cohort II
HD Cooke ES	Cohort II
J.O. Wilson ES	Cohort II
Langdon ES	Cohort II
Langley ES	Cohort II
La-Salle Backus EC	Cohort II
Leckie EC	Cohort II
Marie Reed ES	Cohort II



School Name	Cohort
McKinley MS	Cohort II
McKinley Tech HS	Cohort II
Miner ES	Cohort II
Nalle ES	Cohort II
Plummer ES	Cohort II
Powell ES	Cohort II
Raymond EC	Cohort II
Simon ES	Cohort II
Stuart-Hobson MS	Cohort II
Takoma EC	Cohort II
Thomas	Cohort II
Truesdell EC	Cohort II
Tubman ES	Cohort II
Tyler ES	Cohort II
Wheatley Education Campus	Cohort II
Whittier EC	Cohort II
Wilson HS	Cohort II

*Note, some schools may have more than one School Behavioral Health Coordinator.

The roles of SBHCs vary from school leaders, school psychologists, and social workers to other types of school support staff. Overwhelmingly however, social workers have been tasked with this role.

a. Hours per week each individual has spent on this role?

DCPS is unable to share hours by school as they vary based on the school, time of year, and changing caseloads. We provide supports to staff through prioritization and other tools to ensure they are able to meet the requirements of this work.

b. Whether they have received any compensation for taking on this additional role

SBHCs do not receive compensation for the additional responsibilities that accompany this role.

c. Obstacles or barriers schools are facing in assigning this role to staff with existing roles and responsibilities

The most consistent feedback DCPS has received from staff is concern about the capacity to effectively realize the SBHC role as it is intended, while maintaining responsibility for other core components of their jobs. In an effort to support staff, school mental health managers have worked with schools to evaluate workload responsibilities and negotiate shifts in workload or other school-related responsibilities

as appropriate.

d. If schools have not identified a School Mental Health Coordinator, the reasons for not doing this:

All DCPS schools have identified a SBHC.

Q14: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY18, FY19, and FY20 to date. Please include a description of the recruitment efforts the Office of Talent and Culture undertook in FY19, and recruitment initiatives focused on men of color, special education teachers, and bi-lingual teachers. Please also indicate how many new teachers were brought into the one star schools, as identified by the STAR Framework as a result of the recruitment efforts.

Teacher Recruitment and Selection

Recruitment Strategy

DCPS leverages a multi-faceted strategy to attract applicants to teaching positions. Key recruitment activities fall under the following categories: marketing and advertising, proactive sourcing, campus and community partnerships, outreach to experienced teacher-leaders, and expansion of partnerships to recruit teachers in high-need content areas, such as bilingual and special education, as well as males of color.

Marketing and Advertising

DCPS posts teacher vacancies on a variety of sites for both general and subject-specific teacher recruitment. Some prominent sites include National Council for Teachers of Mathematics, National Science Teachers Association, and the National Association for Bilingual Education, and TESOL International Association. Targeted marketing materials are available in both English and Spanish. We also continue to leverage our recruitment website, www.joinDCpublicschools.com, which targets candidates for roles across the school district including teacher, school leader, and central office roles. We pursue very limited print advertising, but feature advertising on websites, social media, and via e-mail.

In order to meet talent needs for special education classrooms in the district, we place online postings and print ads with targeted networks including: National Association of Special Education Teachers (NASSET), Council for Exceptional Children (CEC), and American Association on Intellectual and Developmental Disabilities (AAIDD).

In order to attract teachers of color and especially males of color to DCPS, we are very intentional in developing postings and ads that feature teachers of color, as this reflects the diversity among our existing teacher force and student body. Additionally, we identify sites to post where we are more likely to reach diverse teaching candidates, such as Diversity Recruitment Partners or National Alliance of Black School Educators.

Last year, we expanded marketing efforts to Puerto Rico, where we launched advertisements in Spanish to recruit teachers and related-service providers both at college campuses and in widely distributed newspapers. We also took a recruitment trip to Puerto Rico in which DCPS Principals Arthur Mola and Mayra Cruz joined members of our Teacher Recruitment team to interview candidates for teacher roles. Early offers were given, and we recruited 10 teachers to join DCPS through this innovative new pipeline. We have seen a steady increase in the number of males of color being hired into the District. Sixteen percent of teachers hired this past fall were males of color, which is four times the national average (4%). Eighty-two percent of those hired came through our centralized hiring pipeline.

Attaining a DC educator teaching license can be particularly challenging for candidates who have learned English as a second language. This past year the Language Acquisition Division and the Office of Talent and Culture partnered with OSSE and the College Board to expand licensure exam offerings for Heritage Spanish Speakers for the second year. In March 2019, 67 DCPS teachers were able to take the PCMAS licensure exams in Spanish to meet testing requirements for basic skills exams. This tripled the number of teachers taking the exam in 2019. We saw a 93 percent pass rate for teachers.

Proactive Sourcing

DCPS implements a comprehensive strategy for headhunting (also known as sourcing or mining) to attract experienced teachers. To pursue teaching candidates, our team proactively identifies teachers across the country who have a demonstrated track record of success working in a high-need school. We focus on school districts with student demographics comparable to DCPS to increase the cultural responsiveness and awareness a prospect would bring regarding the needs facing our students and community. Additionally, we recruit in districts with high English Learner populations, particularly in the Southwest and across the eastern seaboard, as this is a growing and urgent skill set needed among teachers in DCPS. Once candidates are identified, we invite them to participate in one-on-one prospect cultivation calls as well as group webinars. These calls offer a forum for us to share details of promising initiatives and progress in DCPS that might inspire teachers to join our efforts to provide a world-class education to all of our students.

Referral Campaign

We relaunched a revitalized teacher referral campaign. Teachers, school leaders, and central office staff were able to recommend teacher candidates to the team, who then received tailored cultivation. We received a record number of 325 referrals. Almost one third of referred candidates started applications and 48 entered our teacher approved pool. Once in the approved pool, 73 percent (35) of the individuals were ultimately hired into positions within DCPS.

Campus and Community Partnerships

Our campus outreach focuses primarily on attracting candidates for hard-to-fill and specialized subject areas. For example, we engage in outreach to universities with strong programs in bilingual education, autism, and Montessori education. Additionally,

as teachers of color represent only 18 percent of the teaching force nationwide, we actively recruit teachers graduating from Historically Black Colleges and Universities (HBCUs) as well as Hispanic Serving Institutions (HSIs). Where possible, we recruit from graduate programs in education as well, as they are somewhat more likely to include experienced teachers who are pursuing additional development.

Additionally, we are closely tracking student teachers who are receiving training in our schools to cultivate them to apply early for teaching positions. This past school year, we have worked closely with our local university partners, specifically, American University, George Washington University, Gallaudet University, Howard University, Catholic University, Trinity University, and the University of the District of Columbia, to promote opportunities for graduate-level student teachers to fulfill their practicum and field experience requirements by being employed as an educational aide in the district. This allows student teachers to receive compensation while completing their degree, while becoming deeply immersed in a DCPS school community. We also reach out to all student teachers to encourage them to submit a teaching application for the upcoming school year.

Last year, DCPS hosted over 220 student teachers across the district. Moving forward, we will continue the work of expanding school access to student teachers in more DCPS schools, specifically schools further east in the city. Our application process has been centralized to provide more support to teachers and schools with the placement process.

The teacher recruitment team also formally manages the District's contract with Teach for America (TFA). We provide staff with information about how the cohort is performing and how they can support Corps Members to develop through coaching over the course of the school year. Additionally, we expect our pipeline partners to attract diverse talent. In FY19 we continued our contract expansion with Teach for America to include a partnership with their Alumni Hub. In addition to bringing novice teachers (15 first year and 17 second year Corps Members), we also partnered to bring 11 experienced TFA alumni to teach in our schools.

Talent Pipelines

In DCPS, we know that teaching talent will play a crucial role in meeting our goals for students. We work to recruit strong, experienced teachers for LEAP Leader positions across the district, while continuing to drive the strongest performers to our priority and ESSA 1 STAR schools through providing incentives, such as individualized support throughout the hiring process and district-level early offers.

Highlights from the hiring season are below:

- 88 percent (75) of new-to-DCPS teachers hired at 1 STAR schools were recruited and selected through the TeachDC centralized hiring process.
- 83 percent (33) of new-to-DCPS men of color teachers hired at 1 STAR schools were recruited and selected through the TeachDC centralized hiring process.

- 76 percent (13) of new-to-DCPS SPED teachers hired at 1 STAR schools were recruited and selected through the TeachDC centralized hiring process.

In partnership with the Office of Equity, the Office of Talent and Culture manages a partnership with Relay Graduate School of Education. For FY19, 21 residents entered DCPS classrooms. These individuals can become teachers of record in DCPS classrooms after their residency year and continue receiving support and training through Relay faculty. This residency program serves as an internal pipeline for current educational aides to move into full-time lead teacher positions. We anticipate the expansion of this pipeline for the upcoming school year to include additional secondary classrooms.

We also manage the memorandum of understanding with Urban Teachers (UT), which operates a similar residency model, though it targets new-to-DCPS candidates rather than cultivating an internal pipeline. On average, since 2015-2016, 20 to 25 UT residents serve one year as resident teachers, then are eligible as teachers of record if recommended by UT to continue. Importantly, UT provides coursework that ensures all of its graduates are dual certified in their preferred content area as well as special education.

Selection Strategy

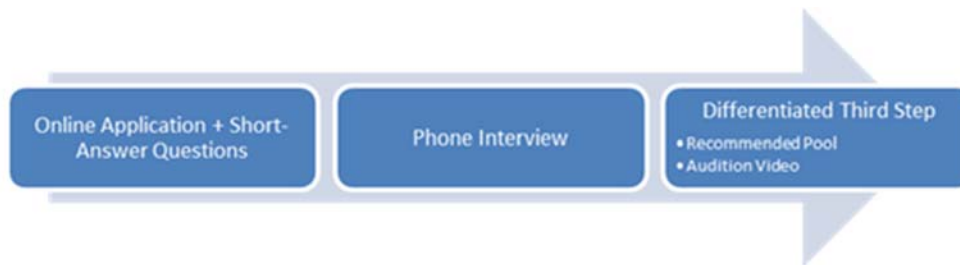
DCPS ensures that candidates complete a rigorous, competency-based assessment process that will be predictive of their future performance in DCPS classrooms. Our selection strategy ensures that the high-quality candidates are thoroughly screened and made available for school leaders early in the hiring season so they can appropriately staff their buildings. Our selection criteria align with the DCPS Essential Practices (EP) that are used as the basis for IMPACT evaluations. We hire Teacher Selection Ambassadors (TSAs) to conduct interviews and rate candidates on their instructional expertise. These TSAs are high-performing DCPS teachers who have themselves demonstrated skill in meeting the highest standards of IMPACT and exhibit strong content knowledge. Portions of TSA training are identical to that of principals and other instructional leaders, to ensure their ratings of instructional competencies align with how teachers will ultimately be evaluated if they are hired. TSAs interview candidates whose subject areas match theirs, which allows TSAs to leverage their context expertise in screening candidates.

Competencies Assessed

Teaching candidates are assessed on the following competencies:

1. **Instructional Expertise** - Standards-based and developmentally appropriate planning and content delivery
2. **Track Record of Success** - Evidence of prior achievement with students
3. **Core Values / Beliefs** - Familiarity with challenges of urban schools and belief that all students can achieve at high levels
4. **Communication Skills** - Ability to convey information clearly and accurately

Selection Process



Step 1: All candidates apply through an **Online Application**. DCPS works closely with OSSE to ensure that candidates who advance beyond the application meet OSSE’s minimum requirements for licensure. Through questions and essays, the online application assesses the competencies outlined above.

Step 2: All candidates participate in a 30-minute **Phone Interview**. This phase consists of questions that dive deeply into the competencies of instructional expertise, core values and beliefs, and focus on student achievement. Interview question banks have been updated in collaboration with our Office of Teaching and Learning to include differentiated questions by content area.

Step 3: Based upon performance in the phone interview, some candidates may be asked to submit a **Video Upload** of their classroom practice as additional evidence of their teaching practice and instructional expertise. This step is primarily for candidates who did not perform strongly during the phone interview stage, and also for candidates who are interested in becoming world language teachers.

Step 4: Candidates who successfully complete the phone interview stage will be placed in the **pool of “recommended candidates,”** from which principals select candidates to interview for hire. High-performing candidates’ materials are expedited to notify principals as early as possible of their availability for interviews and consideration.

Furthermore, in partnership with researchers at Columbia Business School, we created candidate composite scores that provide principals with information about the candidate’s potential performance level on IMPACT. We used data from prior seasons to determine which elements of the selection process are most predictive of IMPACT performance and weighted those various factors to create the composite scores. This feature allows principals to more efficiently identify the highest potential candidates from among a large recommended pool. Through our Applicant Portal, candidates are also able to indicate their interest in individual vacancies to principals so that principals can prioritize their outreach to candidates who will have the best fit with their school.

In addition to ensuring there is a robust pool of high-quality candidates to staff all vacancies for the beginning of the school year, we continue to provide support to schools to fill mid-year vacancies through targeted sourcing, identification of available candidates for hard-to-fill content areas, and options for short-term coverage if

needed.

Any candidate interested in a teacher leadership role takes a final content assessment to be eligible for teacher leadership roles.

Teacher Recruitment Budget

Category	FY17	FY18	FY19	FY20 (Projected)
	TRS Only		TRS + SLRS	
Marketing and Online Postings	\$50,372	\$47,677	\$89,888	\$96,270
Recruitment Fair Travel	\$20,000	\$31,269	\$22,895	\$23,980
Recruitment Fair Registrations	\$10,000	\$11,030	\$6,000	\$11,000
Administrative Premium	\$88,419	\$89,000	\$63,000	\$78,000
TOTAL	\$168,791	\$178,976	\$181,783	\$209,250

**Starting in FY19, the budget includes allocations for our School Leader Recruitment and Selection Team, as there was a restructuring and two teams were brought together under one Deputy Chief.*

Teacher Retention

While we continue to attract a high volume of candidates to teach in the district, we continue to have a high rate of our teachers remain in DCPS. Overall, teacher retention is on the rise. In SY19-20, 76 percent of our teachers returned to the **same school** where they taught the previous school year, a nearly 8 percentage point increase in retention from 10 years ago.

Our team implements several district-level retention strategies to retain our top-performing teachers, including:

- 1. Standing Ovation:** An annual gala executed in conjunction with the DC Public Ed Fund that recognizes highly effective educators.
- 2. Opportunities Newsletter:** A bi-weekly newsletter that promotes local and national professional development, fellowship, and internship opportunities for all teachers. This is often commented on as a beloved resource by our educators.
- 3. Retention Toolkit:** This new initiative in FY19 connects our school leaders with monthly tips and resources that can be implemented in their buildings to retain talent.

As we continue to focus on retaining top talent, we have begun to think about how to differentially retain talent by school type, location, and content area.

Proposed Next Steps

For FY20, we will be focusing on several initiatives centered around supporting our 1 and 2-STAR schools while using talent as a lever for equity:

- We have conducted an audit of our teacher selection process in partnership with approximately 100 school-based and central office stakeholders to ensure

that we are selecting equity-minded candidates who are focused on the whole child.

- The partnership with Urban Teachers has expanded with support from OSSE to add additional residency positions in our CS1 schools. This is a partnership we manage with our colleagues on the School Improvement team will be partnering with Howard University, the National Center for Teacher Residencies, and the USDOE to launch the Howard University Teacher Residency Program. This program will bring 10 teachers per year who are career changers into five DCPS schools (Anacostia HS, Beers ES, Garfield ES, Sousa MS, and Turner ES), with a core focus on recruiting males of color.
- To mitigate barriers for the SY20-21 hiring season, we will be piloting a new strategy to support 1- and 2-STAR schools. This strategy involves creating targeted plans for those schools that show equity disparities related to early hiring.

School Leader Recruitment and Selection

Recruitment Strategy

DCPS continues to identify and recruit high-potential school leaders for every principal vacancy, with a particular emphasis on instructional leadership, looking for (a) strong internal leaders (including Highly Effective assistant principals (APs) and members of the Mary Jane Patterson Fellowship), (b) local candidates with demonstrated success as leaders in schools with similar student populations and/or programming to DCPS, and (c) national leaders with demonstrated experience as leaders in schools with similar student populations and/or programming to DCPS.

The majority of candidates appointed to the principal position with DCPS continue to be internal, a consistent trend over the last three years. For School Year 2019-2020, 83 percent of principal appointments came from the internal talent pool, with an additional two local, external candidates selected for principal roles by the Chancellor.

The School Leader Recruitment and Selection team worked with the Leadership Development team to encourage strong internal talent to apply for principal and assistant principal positions. Over the last three years there has been a consistent trend of internal candidates hired into these roles. Through job postings, internal and external referrals, direct sourcing, mass mailings, and social media we recruited an approved principal pool of over 20 candidates and an approved assistant principal pool of 100 candidates.

FY19 Expenditures

Included in Teacher Recruitment and Selection section above.

Sources for New DCPS Principals for School Year 2019-2020

DCPS Principal (Changed Schools)	DCPS Principal (Interim Made Permanent)	DCPS Assistant Principal	Mary Jane Patterson Fellow	External Principal, Local	External Principal, National	External Assistant Principal
3	7	6	1	2	0	0

Principal Selection Process

School Year 2019-2020, the primary DCPS principal application process consists of the following steps:

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Final Step
Initial Application	Instructional Video Activity	Performance Task	In-Person Interview	Chancellor Cabinet Interview	Approved Pool	Community Panel	Chancellor Interview	Hiring & Onboarding

1. Initial Application:

During the initial application, candidates are asked to provide a resume and an overview of their educational background and work experience. Candidates that meet all pre-qualifications are asked to complete the Instructional Video Activity.

2. Instructional Video Activity

The Instructional Video Activity is a video of a classroom instruction and a series of corresponding questions regarding their Common Core Standards knowledge.

3. Performance Task

Qualified candidates move on to the Performance Task stage which includes the following: a vision presentation, student growth artifacts, prioritization short responses, their most recent performance evaluation, and three professional references. Each part of the Performance Task allows candidates to showcase their ideal vision for student success, success as an instructional leader, and their ability to make difficult school and operational decisions.

4. In-Person Interview

Candidates who pass the performance task are invited to an in-person interview day with various DCPS executive leaders. The in-person interview is approximately four hours long. At this point in the process, the School Leader Recruitment & Selection team checks each candidate's professional references.

5. Deputy Chancellor Interview

Based on recommendations from the in-person interviews, recommended candidates are invited to interview with the Deputy Chancellor and Chief of Schools.

Candidate Pool

After the Deputy Chancellor interview, approved applicants are placed in the applicant pool and become eligible to participate in Community Panel interviews at schools that have principal vacancies.

6. Community Panel

As principal vacancies are announced, candidates in the approved pool are invited to participate in Community Panels. The purpose of the panel is for the school community to give feedback to the Chancellor about each candidate's strengths and areas of needed support within the specific context of that school community. Community Panels include school community members, parents, faculty, staff, and students of schools with vacancies.

7. Chancellor Interview

After the community panel, the Instructional Superintendent decides which final two candidates will meet with the Chancellor for a final interview. Based on the feedback from the community panel, instructional Superintendent, Chancellor's Cabinet and Chancellor interview, the Chancellor makes all final principal hiring determinations.

8. Hiring

The Office of Talent Development and Staffing offers employment to the new principal and the school community receives communication.

Retention

DCPS continues to implement an aggressive performance-based salary scale for principals and assistant principals, as well as a bonus system for all Highly Effective school leaders, including special incentives to serve and continue leading in the priority schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including providing Principal Partners for first-year principals and ensuring every principal is managed and supported by a highly experienced Instructional Superintendent.

In addition, DCPS will provide opportunities for principal representatives to participate in the Chancellor's Principal Cabinet and on other system-wide committees. Finally, the quarterly Leadership Academies this year will provide each principal with multiple sessions (related to DCPS priorities) to work with peers and Central Office colleagues to assess and analyze challenges.

Principal Retention Data

Starting School Year	# of Schools	% of Principals Returning as Principal to Same School	% of Principals Returning as Principal (Including To Different School)	% of Principals Returning to DCPS (Including in Other Roles)	# of Principals Returning as Principal to Same School	# of Principals Returning as Principal (Including to Different School)	# of Principals Returning to DCPS (Including in Other Roles)
SY12-13	123	68%	76%	84%	84	94	103
SY13-14	111	81%	89%	89%	90	99	99
SY14-15	111	75%	79%	86%	83	88	95
SY15-16	113	81%	82%	88%	92	93	100
SY16-17	115	83%	86%	87%	96	99	100
SY17-18	115	81%	84%	93%	93	97	107
SY18-19	116	78.9%*	83.3%*	86.8%*	90	95	99

*With 116 DC public schools there are only 114 DCPS principals. All calculations used the 114 number which includes Bard HS and Ida B. Wells.

Planned Next Steps

For School Year 2020-2021, DCPS has launched a comprehensive audit of our selection process focusing our efforts on re-evaluating our interview questions. We want to ensure that the school leader selection process recruits and selects equity-minded candidates who understand the development of the whole child.

DCPS launched its principal application on December 17, 2019, and anticipates filling all vacancies identified prior to the end of this school year on June 22, 2019.

The following table indicates the anticipated numbers of candidates at each stage of the selection process for School Year 2020-2021:

Phase of Selection	#
Begin Online Application	275
Complete application and video quiz	120
Complete and pass performance task	56
Complete interviews and advance to approved pool	21

Q15: For SY17-18, SY18-19, and SY19-20 to date, please list by school the number of classrooms that have lost a lead teacher or had a lead teacher on extended leave, before the conclusion of the school year.

- a. By school, how many classrooms had substitute teachers for many than 20 cumulative school days?

DCPS believes it is important to have an excellent full-time teacher in every classroom. There are times, however, when that is not possible because of extended leave, difficult to fill vacancies, or other reasons.

DCPS expects teachers to remain at DCPS through the entire school year and incentivizes teachers to resign at the appropriate times through the Declaration of Intent to Not Return (DINR) process. Nevertheless, a small number of teachers resign or are terminated by DCPS during school months due to personal or other reasons. When staff members leave mid-year, the Resource Strategy Office’s Strategic Staffing team works quickly with principals to assign substitute teacher coverage and quickly begin recruiting an appropriate replacement teacher for the remainder of the school year.

The following data shows when teachers leave DCPS for any reason during the school year during the past two school years, and to date in School Year 2019-2020. Note that DCPS successfully limited the number of mid-year separations in 2018-2019, with about 14 percent fewer mid-year teachers separating than in the 2017-2018 school year. Our current data for the 2019-2020 school year indicates we are moving in a similar direction with fewer mid-year separations this year as well. The data may vary from previous submission because we have updated the methodology for identifying lead teachers.

Midyear Teacher Separations

School Year	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
SY17-18	30	26	11	19	20	11	12	21	30	180
SY18-19	27	20	13	19	29	12	15	6	14	155
SY19-20	23	19	18	16	9					85

**Note, these numbers may vary slightly from prior years, as we have updated our definition of lead teachers.*

Please see the attached Excel file (**Q15 performance oversight FY19 midyear separations**) for mid-year separation data broken out by school.

While many of our schools are affected by mid-year separations, and any mid-year teacher separation is disruptive, many of our schools see relatively few and are able to adapt when these separations do happen. For example, in School Year 2018-2019, just over 60 percent of all schools experienced just one or zero mid-year teacher separations. Many of our larger secondary schools experience higher numbers of mid-year attrition, often simply due to larger school sizes. However, several schools which have experienced attrition issues have also received dedicated support from the Resource Strategy Office to ensure that students are still instructed by high-quality teachers and long-term substitutes.

Substitute Teachers

School Year	Total # of Filled Substitute Requests (all durations)	Total # of Filled Substitute Requests (20 or more days)	% of Total, Filled Substitute Requests (20 or more days)
SY 17-18	50,435	6770	13%
SY 18-19	54,457	9267	17%
SY 19-20	24,596	3679*	15%

* data to 01/04/2020

The table above shows the total number of filled substitute requests by school year that were filled for 20 or more days. For SY 17-18, 18-19, and 19-20 to date, the top three reasons that schools have substitutes fill an assignment for 20 or more days is: (1) sick leave (for five days or less); (2) covering a vacant position; (3) FMLA/PFL.

Q16: Please provide the name, job title, and position description of each individual and/or community-based organization providing behavioral health services in each school in during SY17-18, SY18-19, and SY19-20 to date. For each school, please describe:

- a. **The personnel costs of these positions and the amount of these costs covered by Medicaid;**
- b. **For each campus that lacks school-based physical, behavioral, and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in FY18, and to date in FY19.**
- c. **The type of service offered by the individual and/or community-based organization as well as the frequency with which those services are provided.**

The staffing rosters for SY17-18, SY18-19, and SY19-20 are provided by school assignment. Duplicate names are an indicator of a split schedule between schools.

DCPS' partnerships with community-based organizations (CBOs) has grown over the last several years. During SY17-18, DCPS began a vetting process that included screening, matching, and brokering partnerships between CBOs and schools. Prior to SY17-18, CBOs solicited partnerships with schools independently. DCPS now has a Memorandum of Agreement (MOA) process and maintains communication with partners and schools to ensure partnership sustainability.

New partnerships are listed as "N/A" for school years prior to SY18-19. Please see the following attachments:

- Q16 Attachment_FY19 CBOs
- Q16 Attachment_FY19 EBT Descriptions
- Q16 Attachment_FY19 School Psychologist CSO Position Description

- Q16 Attachment_FY19 School Psychologist Position Description
- Q16 Attachment_FY19 Social Worker Position Description
- Q16 Attachment_FY19 Staff Roster

a. The personnel costs of these positions and the amount of these costs covered by Medicaid;

Personnel Costs

	SY16-17	SY17-18	SY18-19
WTU Social Workers (10 month)	\$55,209 to \$127,790	\$55,209 to \$127,790	\$60,067 to \$135,033
WTU School Psychologists (10 month)	\$55,209 to \$127,790	\$55,209 to \$127,790	\$60,067 to \$135,033
CSO School Psychologist (12 month)	\$70,738 to \$130,358	\$70,738 to \$130,358	\$70,738 to \$130,358
WTU School Counselors (10 month)	\$55,209 to \$127,790	\$55,209 to \$127,790	\$60,067 to \$135,033

We will complete our **FY19** Medicaid cost settlement report by **June 2020**. In **FY18**, **65 percent** of our overall personnel costs were calculated toward service delivery for Medicaid-eligible students in Special Education and thus eligible for reimbursement through the cost settlement process.

b. For each campus that lacks school-based physical, behavioral, and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in FY17, and to date in FY18.

Social Work Staffing

DCPS believes that mental health staff are important members of the school community and help ensure that the academic and social-emotional needs of students are met. Despite DCPS' efforts to secure quality and credentialed staff, there are times when vacancies exist or school leaders elect to meet their staffing needs using non-clinical staff.

In SY18-19, Bunker Hill ES, Hyde-Addison ES, Wheatley EC, Eastern HS, Cardozo EC, Jefferson MS, C.W. Harris ES, LaSalle EC, Whitter EC, Leckie ES, Boone ES and Luke C. Moore Academy HS experienced short-term gaps in coverage. To ensure continuity of services, DCPS hired a "Not to Exceed" (NTE) social worker to cover at C.W. Harris, LaSalle EC, and Whitter EC. The other schools identified were supported with Central Office itinerant social workers and/or art therapists.

School Psychology Staffing Gaps

Nationally, there is a shortage of school psychologists. DCPS has proactively attempted to overcome this scarcity by recruiting qualified applicants year-round to establish a pool of viable applicants. Schools that do not have an assigned provider are supported by itinerant school psychologists based in the DCPS Central Office. In SY18-19, Aiton,

Anacostia, Brent, Burroughs, Burrville, C.W. Harris, Dunbar, King, MacFarland, Nalle, Raymond, and River Terrace were supported by Central Office staff.

c. The type of service offered by the individual and/or CBO as well as the frequency with which those services are provided.

DCPS staff use a wealth of data, in conjunction with students and families, to make decisions about the necessity, frequency, and duration of services. For instance, DCPS uses the Response to Intervention (RTI) process to review areas of concern and plan levels of educational supports, including school mental health services. Similarly, for students with disabilities, school teams make duration and frequency decisions for SMH services as a related service. Under both circumstances, services are provided, monitored in relation to the response to intervention, and plans to continue or modify to meet the needs of students.

CBOs provide supplemental mental health supports to students. They work collaboratively with DCPS SMH Providers to provide prevention, early intervention, and clinical services. CBOs provide a range of intensive services, including but not limited to family functional therapy, trauma-focused CBT, parent-child interaction therapy, multi-systemic therapy, substance use services, and mindfulness training. Some CBOs also provide psychiatry services and community-based supports that extend beyond school mental health offerings.

Community Based Organizations – Providing Behavioral Health Services

DCPS currently partners with April May, Catholic Charities, Community of Hope, Hillcrest, Howard University Behavioral Health, Latin American Youth Center, Mary’s Center, MBI, One Common Unity, and Smile Therapeutic Services to provide mental health and other supplemental services to students in DCPS schools. Our partnership with these organizations allows DCPS to extend its offering of school-based mental health services to students at all level of need. The following table lists the schools that are currently supported by a CBO:

Community Based Organization	School matching
April May	Burrville ES
Catholic Charities	Garfield ES, Hendley ES, Jefferson Middle School Academy, Noyes ES, Patterson ES, Simon ES, Thomas ES, Walker-Jones EC
Community of Hope	Ketcham ES, Marie Reed ES, Moten ES
Hillcrest	Amidon-Bowen ES, Ballou HS, Dunbar HS, Hart HS, J.O. Wilson ES, Johnson John Hayden MS (EYS), Langdon ES, Plummer ES, Raymond EC, Smothers ES, Turner ES, Woodson H.D. HS
Howard Behavioral Health	Aiton ES, Brookland MS, Luke Moore Alternative HS, McKinley Technology MS, McKinley Technology HS, Washington Metropolitan HS
Latin American Youth Center	Anacostia HS, Brightwood EC, Cardozo EC, Kramer MS, Woodrow Wilson HS

Mary's Center	Bancroft ES, Barnard ES, Bruce-Monroe ES @ Park View, Columbia Heights EC (CHEC), Coolidge HS, Dorothy Height ES, H.D. Cooke ES, LaSalle-Backus EC, Powell ES, Truesdell EC, Tubman ES, Tyler ES
MBI	Beers ES, C.W. Harris ES, Drew ES, Eliot-Hine MS, Houston ES, Kelly Miller MS (EYS), Langley ES, Leckie ES, Malcolm X ES @ Green, Miner ES, Savoy ES, Stanton ES
One Common Unity	Browne EC, Deal MS, Eastern HS, Roosevelt HS, Stuart-Hobson MS (Capitol Hill Cluster), Takoma EC, Wheatley EC, Whittier EC
Smile Therapeutic Services	Boone ES, Kimball ES, Sousa MS

See the attachment **Q16 Attachment_FY19 EBT Descriptions** for evidence-based treatments

Q17: Give a narrative description of recruitment efforts by DCPS as it relates to bi-lingual school-based physical, mental, and behavioral health professionals.

In an effort to recruit qualified bilingual school psychologists, we have used some traditional recruitment efforts such as newspaper ads and career websites, including those specific to psychology such as the National Association of School Psychologists (NASP). We have partnered with a host of universities with School Psychology programs, offering opportunities for internships for bilingual school psychology students. We have used informal networking with current bilingual school psychology staff for referrals. We have also implemented targeted recruitment efforts in places like Puerto Rico.

We have used similar efforts to recruit qualified bilingual school social workers, including:

- Traditional recruitment efforts, such as newspaper ads and career websites;
- Partnering with universities with Social Work programs – again, offering opportunities for internships for bilingual school social workers;
- Using current bilingual social worker professional networks; and
- Manager membership (former chair) in the local chapter of School Social Work Association of America (SSWAA-DC)

For our recruitment of bilingual counselors, we worked with local universities that have Counseling departments (i.e., Howard University, Trinity Washington University, the University of the District of Columbia). In this collaborative effort, they have sent some great candidates who are qualified counseling professionals. The Teacher Recruitment and Selection Team supported our recruitment efforts through traditional methods such as hiring fairs, website presence, and advertisement. Also, we asked our current bilingual counselor staff for referrals of bilingual counselors from their professional networks.

For FY20, we will have a dedicated full-time employee working to recruit related-service providers, with a focus on bilingual candidates.

The School Mental Health (SMH) Team has traditionally led recruitment efforts specific to SMH providers. Our efforts to recruit qualified bilingual providers include forging formal partnerships with national organizations, such as the National Association of School Psychologists and National Association of Social Workers, as well as more informal methods, such as word-of-mouth referrals from current, bilingual, and monolingual providers. In October 2019, the Instructional Talent Acquisition & Retention Team hired a recruiter to specifically seek out qualified SMH providers. Their efforts to recruit bilingual talent include traditional methods comparable to those described and expand to targeted efforts, including visiting other municipalities where English is not the native language to recruit qualified, bilingual applicants.

- Q18: List all the professional development opportunities provided to DCPS staff specifically on social emotional skills, behavior and classroom management, and alternatives to school exclusion in SY17-18, SY18-19, and SY19-20 to date. Please include the following:**
- a. A description of each training and/or activity;**
 - b. The percentage of DCPS staff who have completed each training an/or activity; and**
 - c. Any plans to increase the number of staff who participates in these trainings and/or activities.**

During SY19-20, DCPS partnered with Turnaround for Children (TFC), an external organization focused on the science of learning development (SoLD). TFC will provide a professional learning series to Central Office staff, Instructional Superintendents, and school leaders to learn the principles around brain-based research and meet the needs of the whole child. Over the span of three years, DCPS expects to train every school leader around SoLD and to equip schools with resources to ensure students social, emotional, and academic needs are met.

In SY19-20, four of the ten school clusters will engage in the TFC Professional Learning Series (Clusters 1, 6, 7, and 9). In SY20-21, the remaining school clusters will engage in the TFC Professional Learning Series (Clusters 2, 3, 4, 5, and 10).

Below is a list of our year-to-date trainings around social emotional skills, classroom management, and alternatives to school exclusion, attended by 409 staff members.

- 1. School Climate & SEL Boot Camp:** This training was designed for any school-based staff who supported student behaviors (e.g., Assistant Principal, Dean of Students, Behavior Technician, and ISS Coordinators) with a focus on SEL/SEAD, equity, and student behavior. Session titles included “The SEAD Framework,” “Building Positive Relationships with Students,” “The Science of Learning & Development,” “In-School Suspension Best Practices,” “Bully Prevention and Policy,” and “Chapter 25 & Student Behavior Tracker Entry.”
- 2. Bully Prevention Point of Contact Training:** This training is designed to support teachers and staff who act as points-of-contact for bullying reports and prevention in their schools. The training focused on ensuring the proper documentation of bully reports and proactive ways to implement bully prevention strategies and activities in DCPS schools.



3. **SEL Lead POC Training:** This training is designed for staff who are identified as lead points-of-contact for SEL implementation in their assigned schools. The training focused on defining the common language around SEL and social emotional and academic development; defining the five SEL competencies; understanding the role of the SEL Lead; and reviewing available resources created and accessible from DCPS and TFC.
4. **Courageous Conversations:** As described in the book *Courageous Conversations About Race*, this training builds staff members’ will and skill to acknowledge and address forms of institutional and interpersonal bias that manifest in our work and is essential to increasing staff members’ fidelity to equitable policies and practices in the District. Therefore, DCPS partnered with Pacific Education Group to facilitate a variety of trainings for school-based and Central Office staff. DCPS’ Summer Leadership Institute exposed over 800 principals and teacher leaders to foundational content in the Courageous Conversations model and several in-depth day-long sessions have been offered this school year for over 150 school-based and Central Office staff to deepen their familiarity and practice with the model.

DCPS plans to continue to infuse SEL into future trainings, including spring professional development sessions, the summer SEL conference, and summer leadership institute. The next significant multi-year phase will be to design a Multi-Tiered System of Support (MTSS) model to support students’ social, emotional, and academic needs. DCPS plans to roll out a robust MTSS plan this Spring to ensure we are using data to make informed decisions around supporting the holistic needs of students.

Q19: For FY17, FY18, FY19 to date, please provide an accounting of the agency’s expenditures resulting from IMPACT (including, bonuses, management, oversight, and implementation).

IMPACT Implementation Costs	FY18	FY19	FY20 to date
IMPACT Operations, Align, and Design Teams	\$1,694,281	\$1,595,128	\$1,182,048
IMPACT Platform Developer	\$165,000	\$164,985	\$165,000
Contract for the “Value-Added” Calculations	\$229,325	\$229,325	\$229,325
Staff and School Leader IMPACT Guidebooks – Design/Publication	\$177,475	\$33,500	\$10,000
IMPACT Final Reports – Design/Publication	\$30,000	\$6,838	\$6,838
Contract to Support Student Surveys	\$150,000	\$149,900	\$166,070
Education Pioneer Contract	\$13,000	\$13,000	\$13,000
Total	\$2,446,081	\$2,192,676	\$1,772,281

IMPACTplus Bonus Costs	FY18 Actual (earned in SY16-17)	FY19 Actual (earned in SY17-18)	FY20 Projected (earned in SY18-19)
Teacher IMPACTplus Bonuses	\$13,452,750	\$15,272,000	\$17,391,000
School Leader IMPACTplus Bonuses	\$1,240,000	\$872,500	\$770,000
Other Staff IMPACTplus Bonuses	\$1,830,075	\$1,868,500	\$2,016,200
Total	\$16,522,825	\$18,013,000	\$20,177,200

Q20: The following questions are regarding IMPACT, DCPS's system for assessing the performance of teachers, school leaders and other school-based staff:

- a. **Define each rating (i.e., highly effective, effective, developing, minimally effective and ineffective), and list the number of employees that are in each rating category during SY16-17, SY17-18 and SY18-19;**
- b. **Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for SY18-19;**
- c. **Detail the total number of teachers in each performance category that were rated under IMPACT in FY18 and FY19 and subsequently remained employed by DCPS as educators the following fiscal year. Please also provide this retention information by ward.**

Teachers

All teachers receive a final score between 100 and 400, which corresponds to one of five final ratings: Highly Effective, Effective, Developing, Minimally Effective, or Ineffective.

- **Highly Effective (Final score between 350 and 400):** This rating signifies outstanding performance. Teachers who earn Highly Effective ratings are eligible to advance along the Leadership Initiative for Teachers (LIFT) career ladder, which provides them with access to a variety of leadership opportunities as well as increased recognition and compensation.
- **Effective (Final score between 300 and 349):** This rating signifies solid performance. Teachers who earn Effective ratings are also eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than educators who earn Highly Effective ratings. These teachers will progress normally on their pay scales.
- **Developing (Final score between 250 and 299):** This rating signifies performance that is below expectations. If after three years, however, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, teachers who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.
- **Minimally Effective (Final score between 200 and 249):** This rating signifies performance that is significantly below expectations. If after two years, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, teachers who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.
- **Ineffective (Final score between 100 and 199):** This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation.

IMPACT Ratings for Teachers from School Year 2014-2015 to School Year 2018-2019

School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
SY14-15	1% (n=46)	4% (n=136)	16% (n=569)	44% (n=1,593)	35% (n=1,245)
SY15-16	1% (n=51)	4% (n=158)	15% (n=569)	43% (n=1,617)	37% (n=1,408)
SY16-17	2% (n=80)	5% (n=180)	15% (n=582)	43% (n=1,639)	36% (n=1,369)
SY17-18	1% (n=39)	4% (n=135)	12% (n=455)	43% (n=1,667)	40% (n=1,540)
SY18-19	1% (n=42)	3% (n=108)	11% (n=442)	42% (n=1,651)	43% (n=1,720)

IMPACT Ratings for Principals

School Year	Ineffective	Minimally Effective	Effective	Highly Effective
SY14-15	N<10	18	40	40
SY15-16	N<10	25	46	31
SY16-17	N<10	22	61	27
SY17-18	N<10	27	57	23
SY18-19	N<10	23	64	21

**Prior to SY16-17, any school leader who was non-reappointed was assigned a rating of Ineffective, regardless of the IMPACT score they received. Starting in SY16-17, non-reappointed school leaders were assigned the IMPACT rating that corresponds to their IMPACT score. Thus, starting in SY16-17, no school leaders were assigned a rating of Ineffective.*

IMPACT Ratings for Assistant Principals

School Year	Ineffective	Minimally Effective	Effective	Highly Effective
SY14-15	N<10	30	73	49
SY15-16	N<10	45	65	43
SY16-17	N<10	31	88	47
SY17-18	N<10	47	91	25
SY18-19	N<10	61	85	21

**Prior to SY16-17, any school leader who was non-reappointed was assigned a rating of Ineffective, regardless of the IMPACT score they received. Starting in SY16-17, non-reappointed school leaders were assigned the IMPACT rating that corresponds to their IMPACT score. Thus, starting in SY16-17, no school leaders were assigned a rating of Ineffective.*

IMPACT Ratings for Other School-Based Staff

All other school-based staff receive a final score between 100 and 400, which corresponds to one of five final ratings: Highly Effective, Effective, Developing, Minimally Effective, or Ineffective.

- *Highly Effective* (Final score between 350 and 400): This rating signifies outstanding performance. Members of the Council of School Officers (CSO) and the Washington Teachers' Union (WTU) who earn this rating are eligible for additional compensation.
- *Effective* (Final score between 300 and 349): This rating signifies solid performance. Individuals who earn this rating progress normally on their pay scales.
- *Developing* (Final score between 250 and 299): This rating signifies performance that is below expectations. A CSO or WTU member who earns a Developing

rating is held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If an individual does not move beyond the Developing rating after three years, he or she will be subject to separation.

- *Minimally Effective* (Final score between 200 and 249): This rating signifies performance that is significantly below expectations. A CSO or WTU member who earns a Minimally Effective rating is held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If an individual does not move beyond the Minimally Effective rating after two years, he or she will be subject to separation.
- *Ineffective* (Final score between 100 and 199): This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation.

IMPACT Ratings for Other School-Based Staff from School Year 2014-2015 to School Year 2018-2019

School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
SY14-15	1% (n=31)	2% (n=65)	11% (n=313)	39% (n=1,085)	46% (n=1,267)
SY15-16	1% (n=28)	2% (n=67)	11% (n=310)	37% (n=1,057)	49% (n=1,429)
SY16-17	1% (n=28)	2% (n=68)	10% (n=300)	37% (n=1,108)	50% (n=1,491)
SY17-18	1% (n=19)	2% (n=62)	8% (n=254)	37% (n=1,124)	52% (n=1,572)
SY18-19	1% (n=30)	2% (n=51)	7% (n=231)	36% (n=1,146)	54% (n=1,705)

School Year 2018-2019 Other School-Based Staff Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
1	N<10	N<10	6% (n=19)	31% (n=97)	61% (n=191)
2	N<10	N<10	N<10	28% (n=40)	67% (n=95)
3	N<10	N<10	4% (n=11)	31% (n=83)	64% (n=175)
4	N<10	N<10	8% (n=40)	39% (n=185)	52% (n=246)
5	N<10	N<10	8% (n=26)	44% (n=136)	43% (n=132)
6	N<10	N<10	8% (n=36)	32% (n=150)	57% (n=264)
7	N<10	N<10	10% (n=41)	38% (n=157)	47% (n=192)
8	N<10	N<10	8% (n=39)	39% (n=195)	50% (n=254)
Teachers in Programs/ Serve Multiple Wards	N<10	N<10	5% (n=13)	37% (n=103)	56% (n=156)

- b. Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for School Year 2018-2019;

School Year 2018-2019 Teacher Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
1	N<10	N<10	10% (n=50)	44% (n=211)	43% (n=209)
2	N<10	N<10	9% (n=20)	29% (n=61)	60% (n=127)
3	N<10	N<10	6% (n=29)	39% (n=201)	54% (n=278)
4	N<10	N<10	10% (n=72)	49% (n=340)	37% (n=259)

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
5	N<10	N<10	15% (n=54)	44% (n=157)	35% (n=123)
6	N<10	N<10	7% (n=44)	36% (n=213)	54% (n=323)
7	N<10	N<10	13% (n=61)	47% (n=222)	36% (n=170)
8	2% (n=14)	6% (n=33)	18% (n=108)	39% (n=231)	35% (n=207)
Teachers in Programs/ Serve Multiple Wards	N<10	N<10	N<10	33% (n=15)	53% (n=24)

- c. **Detail the total number of teachers in each performance category that were rated under IMPACT in FY18 and FY19 and subsequently remained employed by DCPS as educators the following fiscal year. Please also provide this retention information by ward.**

DCPS retains the vast majority of its best teachers as a result of the district's best-in-the-nation performance-based compensation system, its career ladder (LIFT), its professional development system (LEAP), and the leadership of its principal corps. In fact, from School Year 2018-2019 to School Year 2019-2020 DCPS retained **94 percent of its Highly Effective** teachers and **88 percent of its Effective** teachers in the classroom.

Teacher Retention in School-based Roles from School Year 2017-2018 to School Year 2018-2019

SY17-18 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher
Ineffective	N<10	92% (n=36)
Minimally Effective	50% (n=67)	50% (n=68)
Developing	75% (n=342)	25% (n=113)
Effective	90% (n=1,502)	10% (n=165)
Highly Effective	93% (n=1,426)	7% (n=113)

Teacher Retention in School-based Roles from School Year 2018-2019 to School Year 2019-2020

SY18-19 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher
Ineffective	0	100% (n=43)
Minimally Effective	39% (n=42)	61% (n=65)
Developing	73% (n=321)	27% (n=121)
Effective	88% (n=1,459)	12% (n=192)
Highly Effective	94% (n=1,612)	6% (n=108)

Teacher Retention by Ward from School Year 2018-2019 to School Year 2019-2020

While DCPS retained **91 percent of its Effective or Highly Effective** teachers overall as teachers from School Year 2018-2019 to School Year 2019-2020 that retention differed slightly by Ward.

Ward	Effective and Highly Effective Teachers Retained as a Teacher	Not Retained as a Teacher	Total Effective and Highly Effective Teachers
1	90% (n=369)	10% (n=44)	413

Ward	Effective and Highly Effective Teachers Retained as a Teacher	Not Retained as a Teacher	Total Effective and Highly Effective Teachers
2	94% (n=177)	6% (n=11)	188
3	90% (n=432)	10% (n=47)	479
4	91% (n=545)	9% (n=54)	599
5	91% (n=254)	9% (n=26)	280
6	92% (n=493)	8% (n=43)	536
7	92% (n=362)	8% (n=30)	392
8	91% (n=397)	9% (n=41)	438
Teachers in Programs/ Serve Multiple Wards	90% (n=35)	N<10	39

School Leaders

- **Highly Effective:** This rating signifies outstanding performance. School leaders who earn Highly Effective ratings are tapped for district leadership opportunities and receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Minimally Effective:** This rating signifies performance that is below expectations. Instructional superintendents prioritize working with these school leaders to identify their specific developmental needs and provide targeted professional development. School leaders who earn this rating do not receive salary step increases.

Q21: Describe the administrative actions taken for employees in each category, including termination, professional development and other support where relevant. Please also provide a timeline for such actions. How many teachers, employees, and staff were terminated, fired, or excused in FY19?

The table below details the district-level supports and professional development structures. At the school-level, school leaders provide additional differentiated supports.

Teachers and School-Based Staff

Rating	Administrative Action and Timeline
Highly Effective	<p>WTU members who were eligible for performance-based compensation through IMPACT$plus$ and who had not yet opted into IMPACT$plus$ were given a window to accept their IMPACT$plus$ offer beginning in July 2019 and ending in September 2019. WTU members who previously opted in did not have to re-opt into IMPACT$plus$. Awards were applied in Fall 2019 if they returned to DCPS or retired from DCPS.</p> <p>CSO members were informed of their IMPACT$plus$ award in July 2019 as there is no opt-in component through their contract; and awards were disbursed/applied in Fall 2019 if they returned to DCPS or retired from DCPS.</p>

Rating	Administrative Action and Timeline
Effective	<p>WTU members who were eligible for performance-based compensation through IMPACT$plus$ and who had not yet opted into IMPACT$plus$ were given a window to accept their IMPACT$plus$ offer beginning in July 2019 and ending in September 2019. WTU members who previously opted in did not have to re-opt into IMPACT$plus$. Awards were applied in Fall 2019 if they returned to DCPS or retired from DCPS.</p> <p>All other individuals with an Effective rating advanced normally on the pay scale and no unique administrative actions were taken.</p>
Developing	<p>WTU and CSO members were informed in Summer 2019 that their final rating would result in a step hold for School Year 2019-2020. All employees whose Developing rating was directly preceded by two ratings of either Developing or Minimally Effective were informed in Summer 2019 that their final rating would result in their termination from DCPS.</p>
Minimally Effective	<p>WTU and CSO members were informed in summer 2019 that their final rating would result in a step hold for School Year 2019-2020. All employees whose Minimally Effective rating was directly preceded by either a Developing rating or a Minimally Effective rating were informed in Summer 2019 that their final rating would result in their termination from DCPS.</p>
Ineffective	<p>All employees were informed in Summer 2019 that their final rating would result in their termination from DCPS.</p>

Staff members were encouraged throughout the year to access professional development through the LEAP weekly seminar and coaching cycles, additional educational resources on Canvas including the [Essential Practices Video Library](#), district-wide PD days, and through other avenues in order to further increase their effectiveness. Many Professional Learning opportunities are differentiated and can be based on growth areas to meet the unique needs of teachers.

FY19 Terminations and Excesses – Teachers and Other School Based Staff

Actions	WTU	Non-WTU	Total
IMPACT Terminations	84	28	112
Reduction in Force (RIF) Terminations	0	177	177
Licensure Terminations	139	1	140
Other Terminations (Violations of Rules, Gross Misconduct, and Other LMER Separations)	12	19	31
Exceeded WTU Members	31	0	31
Total Terminations	266	225	491

School Leaders

Rating	Administrative Action and Timeline
Highly Effective	Bonuses were distributed in Fall 2019 to school leaders with a Highly Effective rating. They also advanced normally on the pay scale.
Effective	School leaders with an Effective rating advanced normally on the pay scale and no unique administrative actions were taken.
Minimally Effective	School leaders who earned a Minimally Effective rating in SY18-19 did not (or will not) receive a step increase the next time they hit their annual WGI (Within-Grade Increase) date.

These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. Superintendents also differentiate their coaching as needed. These leaders are also provided with opportunities to share their knowledge with other school leaders.

Q22: How many Highly Effective teachers were there in one star schools during FY19? How many of them had been retained from FY18? How many stayed in their school for the current school year?

In School Year 2018-2019, 30 percent of teachers in 1 STAR schools were rated Highly Effective. Of these, 96 percent were retained from School Year 2017-2018 to School Year 2018-2019 in DCPS, and 90 percent remained in their same school at the beginning of School Year 2019-2020.

Q23: What percentage of teachers improved their evaluation rating between SY16-17 and SY17-18? SY17-18 and SY18-19? Please include data for the following: Minimally Effective to Developing; Developing to Effective; Effective to Highly Effective.

From School Year 2016-2017 to School Year 2017-2018:

- Overall, 39 percent of returning teachers who were not at Highly Effective in School Year 2016-2017 improved their IMPACT rating from School Year 2016-2017 to School Year 2017-2018. Additionally:
 - 71 percent of returning teachers who earned a rating of Minimally Effective in School Year 2016-2017 moved to Developing or higher in School Year 2017-2018.
 - 62 percent of returning teachers who earned a rating of Developing in School Year 2016-2017 moved to Effective or higher in School Year 2017-2018.
 - 31 percent of returning teachers who earned a rating of Effective in School Year 2016-2017 moved to Highly Effective in School Year 2017-2018.

From School Year 2017-2018 to School Year 2018-2019:

- Overall, 35 percent of returning teachers who were not at Highly Effective in School Year 2017-2018 improved their IMPACT rating from School Year 2017-2018 to School Year 2018-2019. Additionally:
 - 65 percent of returning teachers who earned a rating of Minimally Effective in School Year 2017-2018 moved to Developing or higher in School Year 2018-2019.
 - 59 percent of returning teachers who earned a rating of Developing in School Year 2017-2018 moved to Effective or higher in School Year 2018-2019.
 - 28 percent of returning teachers who earned a rating of Effective in School Year 2017-2018 moved to Highly Effective in School Year 2018-2019.

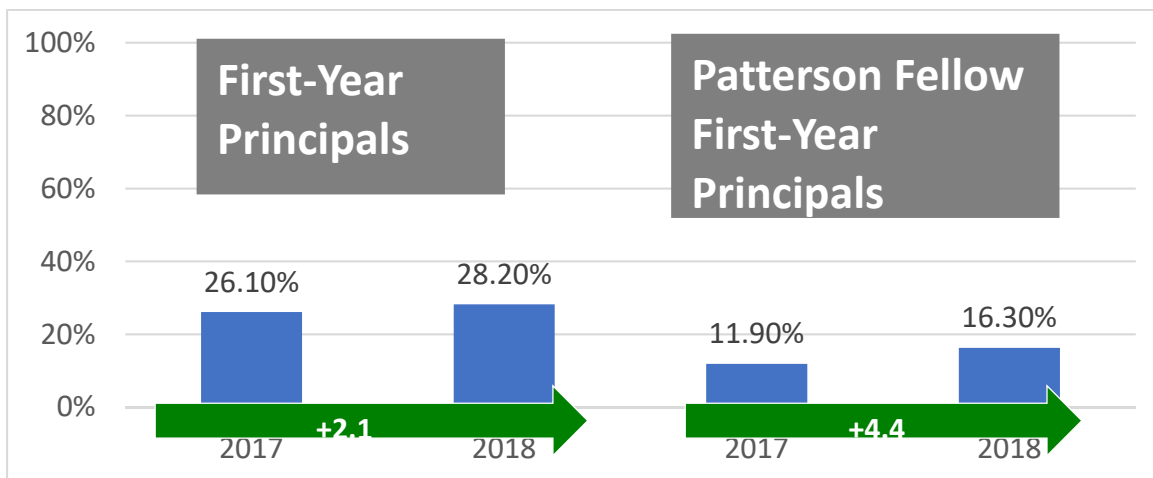
Q24: The Mary Jane Patterson Fellowship is DCPS’ internal pipeline that recruits Assistant Principals, Coaches, Teachers, and Central Office Leaders into a 1.5 year fellowship to prepare them for the principal-ship. Please provide an update on the impact and results of this program in FY19 and FY20 to date.

The Leadership Development Team is committed to the development of current and aspiring school leaders. As a part of our DCPS Internal Principal Pipeline, The Mary Jane Patterson Fellowship (MJPF) recruits assistant principals, coaches, teachers, and central office leaders into a 30-month robust preparatory experience for principalship.

Hallmarks of the program include partnerships with Georgetown University, Flamboyan Foundation, and the NYC Leadership Academy. The anchors of the fellowship are instructional expertise, a culture of feedback, growth mindset, a commitment to equity, servant-leadership, and creative problem-solving. Individual, intensive coaching is also provided, as needed.

The following chart illustrates the comparison of PARCC achievement in ELA for % L4+L5 in 2018. Similarly, the Math % L4+L5 indicated a +3.2 for MJPF First Year Principals as compared to +2.8 for non-MJPF First Year Principals.

PARCC Achievement in ELA



MJP Fellow Testimonial: *“Being a part of the Mary Jane Fellowship and the summer intensive workshops this summer has been one of the most prolific experiences in my growth as a leader. The experiences created by the learning directors challenged me both professionally and personally as I strived to improve as a leader. We were placed in situations and environments that forced us to develop our interpersonal skills and re-evaluate our own mental models of what it means to be a school principal.”*

The Leadership Development team believes in and is committed to targeted support to ensure that aspiring school leaders are adequately prepared to be successful in every step of their leadership trajectory. We are currently designing a robust menu of pipeline programming which includes High Quality Pre-Service Principal Preparation that will support school leaders at various phases of their leadership career (aspiring leader, assistant principal, aspiring principal, principal).

Historically, The Mary Jane Patterson Fellowship, has been the district’s signature program used to develop top talent and prepare aspiring leaders to lead school in DCPS. The Mary Jane Patterson Fellowship was launched in 2013 in response to the district’s prioritization of cultivating internal talent for the DCPS principalship. This targeted approach to principal development has been game changing for the district. Currently, more than 22 percent of DCPS principals are graduates of this fellowship. Moreover, the retention of MJPF principals is 20 percent higher than that of other leaders and during their first year as leaders, their schools outperform comparable schools on the PARCC.

Given the district’s continued need for strong leaders, DCPS is focusing on all school leaders at every phase of their leadership trajectory, from teacher leader to principals, to develop and build a sustainable pipeline of school leaders that are prepared and equipped to meet the demands of the principalship.

Q25: How many exit interviews/surveys did the agency conduct in FY19? Please provide a breakdown of the factors that led respondents to leave DCPS. Also, please provide the overall percentage and exact number of school-based staff that left DCPS in FY18.

In FY19, relocation continues to be the most common reason all separating employees noted as their reason for leaving DCPS. WTU members also commonly cited career change and work/life balance. Other staff members, including principals and assistant principals, often noted their reasons for leaving as other opportunities at other school districts.

DCPS conducted 803 exit interviews from October 1, 2018 – September 30, 2019 (FY19), including:

- Washington Teacher’s Union: 446
- Principals and Assistant Principals: 18
- Central Office and Other School-Based Staff: 339



Exit Interview Results: Washington Teacher’s Union (n=446)

Categories with less than 10 respondents are excluded.

Reason for Leaving	# of Respondents
Relocation outside of DC area	105 (23.54%)
Career change	61 (13.67%)
Work/life balance	61 (13.67%)
School leadership	58 (13.00%)
Retiring	56 (12.55%)
Behavior management	28 (6.27%)
IMPACT	27 (6.05%)
Opportunities for growth/leadership	19 (4.26%)
Assigned content area or grade level	10 (2.24%)

Exit Interview Results: Central Office and Other School-Based Staff (n=339)

Reasons for Leaving	# of Respondents
Attractive job opportunity	139 (41.00%)
Lack of opportunity for growth	54 (15.92%)
Relocation outside of DC area	51 (15.04%)
Inadequate supervision	22 (6.48%)
Dissatisfaction with colleagues	15 (4.42%)
Inadequate resources	15 (4.42%)

Out of 7,664 school-based employees (excluding substitute teachers and afterschool staff) employed at the beginning of the fiscal year (October 1, 2018), 13 percent of teachers, 9 percent of school leaders, and 16 percent of other school-based staff had separated from DCPS at the conclusion of FY19.

Q26: Have there been any accusations by employees or potential employees that DCPS has violated hiring and employment non-discrimination policies in FY19? If so, what steps were taken to remedy the situation(s)? Please indicate if this was an increase or decrease from accusations made during FY18.

DCPS did receive accusations of employment discrimination in FY2019. DCPS has addressed specific complaints in a variety of ways: investigating the allegations and issuing adverse actions where complaints were founded; defending against complaints of questionable merit; and reaching mediated resolutions to complaints. In FY2019,

there was a slight increase in the number of accusations made compared to the number made during FY2018.

To prevent workplace discrimination, DCPS provides training for managers on Equal Employment Opportunity laws, including the federal and D.C. Family and Medical Leave Acts, Title VII of the Civil Rights of 1968, the DC Human Rights Act, and the Americans with Disabilities Act Amendments Act.

Q27: Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY19 and FY20, to date, whether or not those allegations were resolved.

DCPS takes all complaints of harassment and misconduct very seriously. DCPS follows the investigation procedures outlined in Mayor's Order 2017-313 for allegations involving DCPS staff members. Once a complaint is submitted, the allegations are reviewed by the Sexual Harassment Officer (SHO).

When the SHO receives an allegation of staff misconduct, the submitting employee is invited to participate in an introductory interview and submit any additional relevant information the employee would like to include in the investigation. The subject of the complaint is notified of the onset of an investigation in writing. The DCPS Labor Management and Employee Relations (LMER) division reviews the initial submissions and conducts additional witness interviews, reviews documents, and evaluates case information to determine if the complaint was founded. LMER works to resolve the complaint as soon as possible; but no later than 60 days from the date the complaint was filed.

DCPS continues to aggressively communicate requirements regarding sexual harassment prevention training, including multiple reminder messages to staff and supervisors. We are also closely monitoring training completion and providing follow-up supports to ensure all employees meet mandated deadlines. DCPS provides resources to school leaders and employees to ensure they are aware of their obligations with regard to sexual harassment prevention and their rights if they feel they have been victims of sexual harassment.

DCPS received a total of 27 sexual harassment misconduct complaints between FY19 and FY20: 19 in FY19 and 8 currently for FY20. All cases were investigated, and appropriate action was taken to resolve each complaint. Pursuant to the Mayor's executive order on sexual harassment cases, we cannot provide the names of complainants.

Capital, Planning & Partnerships

Q28: What inter-agency program, initiatives, or MOUs were in place for FY19 and which are either in place or are planned for FY20? Please provide a narrative description of each such program, initiative or MOU. In particular, point out any new partnerships or collaborations developed,

planned, or implemented over the last fiscal year. For MOUs, please provide a copy of the MOU. Please include the following agencies:

- a. DC Public Charter Schools;
- b. Public Charter School Board;
- c. DC Public Library;
- d. DC Department of General Services;
- e. DC Metropolitan Police Department;
- f. DC Department of Behavioral Health;
- g. DC Department of Health;
- h. DC Department of Transportation;
- i. Office of the Deputy Mayor for Education;
- j. Office of the Deputy Mayor for Health and Human Services;
- k. Office of Planning; and
- l. DC Board of Elections.

OFFICE OF COMMUNICATIONS AND ENGAGEMENT

School Safety and Safe Passage Working Group

Community Action Team members in the Family and Community Engagement Division (FCE) of the Communications and Engagement Office (CEO) continue to work collaboratively with other agencies, in particular the Metropolitan Police Department (MPD), the Deputy Mayor for Education (DME), and the Department of Transportation (DDOT), on safe passage efforts. This was done through the citywide School Safety and Safe Passage Working Group as well as more localized groups and informally on an ad hoc basis.

Mayor's Office of Community Relations and Services (MOCRS)

Community Action Team members collaborate on an ongoing basis with the Mayor's Office of Community Relations and Services (MOCRS) to resolve individual issues and serve as agency point of contact.

Mayor's Office of Latino Affairs (MOLA)

The Family and Community Engagement Division works closely with the Mayor's Office of Latino Affairs (MOLA) to refer constituents in need of resources related to the citywide Immigrant Justice Legal Services Grant (IJLS) as needed.

Board of Ethics and Government Accountability (BEGA)

The Family and Community Engagement Division and Office of General Counsel began working in partnership with the Board of Ethics and Government Accountability (BEGA)'s Office on Open Government to ensure that Local School Advisory Teams (LSATs) are working to comply with a new determination that LSATs are subject to the Open Meetings Act (OMA). Language was included in the LSAT Guidelines document for SY19-20, a webinar and in-person training have been offered to LSAT members, and FCE communicates about this expectation through its inclusion in regular newsletters.

DCPS Resource Fair and Annual Block Party Government Partnerships

In the past year, CEO collaborated with 20 DC Government Agencies for our High School Resource Fairs and Annual Block Party. These agencies bridged the gap in resources for our students and families in areas of Career and College, Employment and Volunteering Opportunities Housing and Transportation, Safety and Legal Affairs, and Health and Mental Health.

The following DC Agencies partnered with us through the many High School Resource Fairs in Fall 2018 and the September 2019 Block Party at Roosevelt High School:

1. Commission on Fathers, Men and Boys
2. Connect.DC
3. DC Water
4. Department of Behavioral Health
5. Department of Employment Services, Department of State Initiatives Partnerships
6. Department of Employment Services, Youth Services
7. Department of Health
8. Department of Human Services
9. Department of Parks and Recreation
10. Deputy Mayor for Education: Learn24 and Every Day Counts
11. District Department of Transportation
12. Fire and Emergency Medical Services
13. Mayor's Office of Community Relations and Services
14. Mayor's Office of Volunteerism – ServeDC
15. Metropolitan Police Department
16. Office of Neighborhood Safety and Engagement
17. Office of the State Superintendent of Education: DC Tag and College and Career
18. Office of Victim Services & Justice Grants – Stand Up, Show Out!
19. State Board of Education, Office of the Ombudsman for Public Education
20. University of the District of Columbia

Office of the Deputy Mayor for Education (DME) Office of Out of School Time Grants and Youth Outcomes

The DCPS School Partnerships team collaborated with the DME's Office of Out of School Time Grants and Youth Outcomes on the following:

- Grant opportunities to serve DCPS students in summer and afterschool programs.
- Professional development opportunities for literacy program providers to align more intentionally with DCPS strategies for advancing early literacy outcomes for students.
- Professional development opportunities on how DC community-based organizations can better align with schools around student goals.

- Professional development opportunities for DC community-based organizations on identifying and preventing child abuse.

OFFICE OF TEACHING AND LEARNING

Child and Family Services Agency (CFSA)

The MOA with the Child and Family Services Agency (CFSA) is for monitoring the IEP implementation for CFSA students placed in residential facilities, as well as overseeing the process for students in out-of-state foster care placements who need a more restrictive environment (i.e. a non-public school). This includes the appropriate and timely transfer of all academic records from previous placements. This includes transcripts, report cards, progress reports, IEP/504 Plan updates and any evaluations that are completed. DCPS' Office of Teaching and Learning conducts transcript analysis and the acceptance of completed coursework by DCPS.

Department of Youth Rehabilitation Services (DYRS)

The MOA with the Department of Youth Rehabilitation Services (DYRS) is for monitoring the IEP implementation for DYRS students placed in residential facilities, as well as students transitioning back to DCPS from the New Beginnings Youth Development Center. This includes the appropriate and timely transfer of all academic records from previous placements. This includes transcripts, report cards, progress reports, IEP/504 Plan updates and any evaluations that are completed. DCPS' Office of Teaching and Learning conducts transcript analysis and the acceptance of completed coursework by DCPS.

The DCPS Student Placement and Specialized Instruction teams work with the Department of Youth Rehabilitative Services to ensure that educational supports are provided to general education and special education students who are temporarily placed in out-of-district facilities. This includes the appropriate and timely transfer of all academic records from previous placements. This includes transcripts, report cards, progress reports, IEP/504 Plan updates and any evaluations that are completed. DCPS' Office of Teaching and Learning conducts transcript analysis and the acceptance of completed coursework by DCPS. Transition of youth between placement facilities and monitoring is facilitated by the Department of Youth Rehabilitative Services (DYRS).

DC Department on Disability Services Rehabilitation Services Administration (DDS/RSA)

The MOU with the DC Department on Disability Services Rehabilitation Services Administration (DDS/RSA) has the purpose of employing (3) Workforce Development Coordinators and (1) Job Placement Specialist to complete Workplace Readiness Training in DCPS schools and finding competitive job placement opportunities for students with disabilities. The MOU was in place for Fiscal Year 2019 and the agreement has continued into Fiscal Year 2020. The goal of the MOU is to provide pre-employment transition services and to improve post-secondary outcomes for students with disabilities, including improved outcomes in the number of students who participate in

training, post-secondary education or employment following exit from secondary education.

Department of Corrections (DOC)

The MOA with the Department of Corrections (DOC) and OSSE monitors the educational services for pretrial detainees and/or sentenced inmates incarcerated at DOC detention facilities. DSI works with the partner agencies to ensure IEP compliance when incarcerated youth are students with disabilities. In FY20, DCPS is working with the DOC to develop a competency-based curriculum that will allow incarcerated youth greater flexibility toward earning required graduation credits.

Office of the State Superintendent of Education (OSSE) and DCPS Language Acquisition Division

The Language Acquisition Division in the DCPS Office of Teaching and Learning partnered with the English Learner Support Division of Office of the State Superintendent of Education (OSSE) to plan the 1st Multilingual Learner Conference celebrated on June 7-8, 2019 with over 500 attendees. This conference featured educators sharing their programs and practices for English learners and multilingual learners in both English language and dual language programs. This convening was geared toward **all DC educators who work with students who are English learners and/or in dual language programs**. The conference provided DC educators the opportunity to:

- Share their skills teaching multilingual learners;
- Learn from peers about effective practices for teaching multilingual learners;
- Increase their use of collaborative practices to serve multilingual learners; and
- Create their vision for success for multilingual learners in DC.

Ongoing collaboration will continue through School Year 2019-2020 as we begin to plan for the Second Multilingual Learner Conference, "[Strengthening Teaching Practices for Multilingual Learners](#)" to be held on **Friday, May 21, 2020**, at the Kellogg Conference Center at Gallaudet University.

Youth Voices for Diversity Summit

The Language Acquisition Division supported the Office of Equity to lead the 3rd Youth Voices for Diversity Summit which brought together a diverse group of student leaders from four local school systems: Baltimore City Public Schools, District of Columbia Public Schools, Montgomery County Public Schools, and Prince George's County Public Schools to discuss youth leadership in action and the importance and value of empowering diverse youth voices. DCPS partnered with Mikva Challenge DC, an advocacy organization that focuses on action civics and developing youth to be empowered, informed, and active citizens who promote a just and equitable society.

Metropolitan Area Foreign Student Advisors (M.A.F.S.A.)

Through quarterly meetings, the Language Acquisition Division engages in ongoing collaboration with school districts in MD and VA as a M.A.F.S.A. member. In these

meetings, members are able to share best practices for evaluating Foreign Transcripts as well as discuss areas of need across neighboring districts. This has allowed us to build strong relationships with surrounding districts and identifying possible solutions applied in other school districts.

Academic and Creative Empowerment

LGBTQ-Sexual Health

DCPS and DC Department of Health have a MOA outlining activities for the implementation and delivery of sexual health services. These activities include the implementation of the condom availability program (CAP), provision of school-based STI screening program, and resource dissemination of the “Sex Is…” campaign in DCPS high schools.

Please see **Q28 Attachment_DCPS DH MOA**.

Educational Technology and Library Programs

DCPS and DCPL have an MOU to promote improvement in school library services in all DCPS libraries, facilitate access to books and digital materials in DCPS libraries, and pursue economical and efficient access to library books and resources for students.

Please see **Q28 Attachment_Signed DCPL MOU SY18-19**.

Academic Innovation

The DC Commission on the Arts and Humanities has an MOU with DCPS to support and provide funds for the DCPS Study Abroad Program.

Please see **Q28 Attachment_DCPS CAH MOU FY19**.

OFFICE OF ELEMENTARY SCHOOLS

MOU between DCPS/Early Stages with DC Public Library (DCPL)

Early Stages conducts parent workshops, professional development trainings and other meetings and events for library staff and members of the community at DCPL locations to promote child find awareness as part of the Individuals with Disabilities Education Act (IDEA). DCPL provides space and advertising.

OFFICE OF SECONDARY SCHOOLS

DCPS and the DC Department of Health maintain an MOU in support of the New Heights program. The New Heights program is a school-based service delivery program that supports expectant and parenting DCPS students through case management, advocacy, and academic support.

DCPS – DOES Career Bridge School Year MOU

This MOU allows DCPS to implement the DCPS Career Bridge School Year Internship Program in partnership with the DOES Office of Youth Programs Year-Round Program. The DCPS Career Bridge program provides internship and pre-apprenticeship opportunities to graduating seniors seeking to transition directly into the workforce. In FY19, 100 students received Career Bridge School Year Internship placements. SY18-19 was the second year of partnership for DCPS & DOES regarding the Career Bridge School Year Internships Program.

DCPS – DOES Career Bridge School Year MOU-MOD1

In FY19, DCPS and DOES Modified the FY19 Career Bridge MOU to allow DCPS to implement the DCPS Career Ready Internship program, which places highly qualified CTE students into competitive, paid internships in their career field of choice, in partnership with the DOES Office of Youth Programs Summer Youth Employment Program (SYEP). In FY19, 622 students were placed in Summer Career Ready Internships. Students are paid through SYEP (\$8.25 per hour) and DCPS pays students an additional \$1.75 per hour so that students are paid \$10 per hour for participation in the Career Ready Internship program, as covered by this MOU. Summer 2019 was the fourth summer of partnership for DCPS and DOES regarding the Career Ready Internship program.

FY20 DCPS-DOES School Year Career Bridge & Summer Career Ready Internship MOU (in process)

DCPS and DOES are currently working on the FY20 MOU that outlines the partnership between DCPS College & Career and the DOES Office of Youth Programs to implement both the DCPS Career Bridge Program and DCPS Career Ready Internship Program during FY20. The partnership for both programs will be combined into one MOU for FY20.

F19 & FY20 DCPS – DOES Office of Apprenticeship Information and Training MOU (In Process)

This MOU allows DCPS to implement a pre-apprenticeship program with the Building Trades Apprenticeship Programs for DCPS Career Bridge seniors in partnership with DOES. This program provides exposure to the Building Trades, including OSHA-10, First Aid, and CPR training, using the nationally recognized National Association of the Building Trades Union Multi-craft Core Curriculum. The MOU supports up to 20 Career Bridge Seniors.

F19 & FY20 DCPS-Office of Latino Affairs MOU (In Process)

This MOU allows DCPS to partner with the Office of Latino Affairs to provide career development experiences for students who are not eligible for DOES school year and summer programs.

FY20 DCPS – DC Fire and EMS (In Process)

DCPS is working on a partnership with DC Fire & EMS for a training course to be implemented within our Biomedical Science Academy programs for students to complete preparation work for the DC Fire Academy program. Successful completion of the course and certification will allow students to have access (potentially priority admittance) to the Fire Academy upon high school graduation.

FY20 DCPS/DCCAN MOU (In Process)

The purpose of this MOU is to clearly outline the terms and conditions under which the 10 newly established DCPS NAF academies may be integrated to OSSE's DC Career Academy Network ("DC CAN") to ensure high quality success and avoid confusion for academy students, campuses, industry partners, and the community.

OFFICE OF SCHOOL IMPROVEMENT AND SUPPORTS**School Mental Health Partnerships**

DCPS has a current and active MOU with the Department of Behavioral Health (DBH) to provide mental health prevention, assessment, and treatment services for DCPS students at 31 schools. These services supplement the services provided by DCPS SMH providers who work alongside DBH providers in schools. The DBH School Mental Health Program (SMHP) provides a broad spectrum of mental health services, including primary prevention, early intervention, assessment, and treatment services. DBH SMHP clinicians are located on-site to provide consultation, treatment, and linkages to additional services. Additionally, the Primary Project is a school-based, early intervention/prevention program which aims to reduce mild difficulties with social-emotional adjustment in the classroom for identified PreK4 through 3rd grade students.

Student Placement and Reengagement Partnerships

In 2009, the District of Columbia Office of the City Administrator created the High-Risk Domestic Violence Initiative (HRDVI). As a result of this the District of Columbia Office of Victim Services Safe & Lethality Project developed an MOU between 12 D.C. core service agencies and surrounding jurisdictions. DC SAFE's primary objective is to provide support for victims of domestic violence at the moment of crisis. DC SAFE utilizes an empowerment model of client-defined advocacy. DC SAFE, Inc. Provides crisis intervention and advocacy services to over 5,000 domestic violence victims each year in the DC Metro Area. The role of the District of Columbia Public Schools role is to provide seamless school placement assistance and ensure that educational and school mental health supports are readily available to the children of parents experiencing domestic violence. DCPS works with the DC Superior Courts, Metropolitan Police Department (MPD), D.C. Department of Victim Services, and surrounding localities to discretely provide supports to affected families.

The Department of Defense, in collaboration with the National Center for Interstate Compacts and the Council of State Governments, has developed an interstate compact that addresses the educational transition issues of children of military families. Currently all 50 states and the District of Columbia participate in the interstate compact to provide a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. The Compact will ensure that the children of military families are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records, course placement, and other administrative policies. In D.C., Joint Base Anacostia-Bolling is the primary residential location for military families covered under the Compact.

Health Services Partnerships



- DCPS maintains an MOU with DC Health for the provision of school health services (previously referred to as the school nurse program). This MOU allows for sharing of health data between agencies, and outlines agency responsibilities in implementing the school health services program.
- DCPS maintains an MOU with DC Health to transfer approximately \$400,000.00 annually from DCPS for the purchase of medical supplies and equipment for the school health service program.
- DCPS maintains an MOU with DC Health and Department of Health Care Finance (DHCF) to share data to identify students who have received well-child and oral health visits, as well as those who have submitted school health forms, including the Universal Health Certificate and Oral Health Assessment. This data sharing allows for DCPS schools and Medicaid MCOs to prioritize outreach to families that need to receive a preventive health care service and submit required school health forms.
- DCPS maintains an MOU with DC Health that allows the provision of oral and/or physical onsite health services to students through approved DC Health providers.
- DCPS maintains an MOU with DC Health to operate School-Based Health Center Services at seven DCPS high schools.
- DCPS maintains on MOU with Georgetown Medstar Mobile unit, enabling their mobile van to provide health and wellness services to students such as check-ups, physicals, mental health referrals, STI evaluation and treatment, immunizations, health education, nutritional counseling and other preventative health care activities.
- DCPS maintains a partnership with the Office of the State Superintendent of Education (OSSE) to coordinate the delivery, maintenance, and staff training of the Undesignated EpiPen Program, ensuring that all schools have two twin-packs (four pens total), in the event of a life-threatening allergic reaction.
- Staff from the School Improvement Division have been collaborating with staff from DMHHS as well as Child and Family Services Agency on the DC Families First Initiative. Staff are working together to establish alignment between Families First and Connected Schools and to identify opportunities to better serve families and communities of Connected Schools sites. Additionally, staff are exploring the potential to house a Family Success Center within a DCPS school.
- DCPS plans to develop an MOU with the Department of Energy & Environment to support the Redesign of Anacostia High School and its environmental focus. DOE support may include the development of relevant interdisciplinary projects and increased access to experiential learning opportunities on the Anacostia watershed.
- Staff from the School Improvement Division join meetings of the OSSE's Community School Advisory Committee, which brings together representatives from DC Government Agencies and community-based organizations who engage in community school work across DC. As of December 2019, 15 DC Public Schools have community school work funded through OSSE's Community School Incentive Initiative and several others engage in community school efforts



through other funding streams. This is an opportunity to share lessons and best practices between DCPS Connected Schools and OSSE fund community school programs.

OFFICE OF OPERATIONS

The MOU establishes an agreement between DCPS, the Department of General Services (“DGS”), and the University of the District of Columbia (“UDC”) for Eaton Elementary School to utilize the on-site demountable trailers and certain UDC facilities at the UDC-Van Ness campus for school years 2019-2020 and 2020-2021. The demountable trailers were previously used as a swing space location for Murch Elementary School and currently serve as a swing space location for Eaton.

Please see **Q28 Attachment_FY19 MOU Eaton UDC** for more information.

Department of Parks & Recreation (DPR)

The MOA established an agreement between DCPS and the Department of Parks & Recreation (DPR), to host summer programming in 2019. One way DPR accomplishes its missions is by enhancing the physical, mental, and social well-being of residents and visitors by providing quality, customer-focused leisure and learning opportunities in over four hundred (400) safe parks and facilities, including for purposes of this MOA, offering a robust summer camp program for youth throughout the District. DCPS' mission is to ensure that every school guarantees that its students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment during the school year. DCPS school buildings are located in a variety of metro accessible locations throughout the District and DCPS provides for public access through a variety of work with partner executive agencies such as DPR.

DC Board of Elections

We are currently in the planning stages of facilitating a MOA for the Primary and General elections of 2020. The MOA will establish an agreement between DCPS and DC Board of Elections in identifying school sites that will be utilized as polling site locations.

OFFICE OF RESOURCE STRATEGY

See attachments

- **Q28_MOU MCPS DCPS Amendment for SY19-20**
- **Q28 Attachment_DCPS Anne Arundel**
- **Q28 Attachment_MOU Anne Arundel (Amendment)**
- **Q28 Attachment_MOU DCPS HCPSS 18-19**
- **Q28 Attachment_DCPS MCPS MOU SY18-19 Services**
- **Q28 Attachment_DCPS Calvert County**
- **Q28 Attachment_MOU DCPS CCPS**
- **Q28 Attachment_DCPS PGCPSS MOU SY18-19 Services**

- **Q28 Attachment_DCPS Calvert County**
- **Q28 Attachment_FY19 Fingerprinting MOU Amendment**
- **Q28 Attachment_OPM FY19 Fingerprinting MOU**
- **Q28 Attachment_MOU 2019 MPD and DCPS**

OFFICE OF THE GENERAL COUNSEL

In accordance with 5-E DCMR §2107.1, which provides that a student subject to an involuntary transfer may elect to have a hearing before an impartial hearing officer, DCPS has entered into a MOA with OSSE wherein OSSE provides hearing officers to conduct hearings regarding involuntary transfers. This agreement was entered into in December 2015 and is expected to last for 5 years until approximately December 2020

Please see **Q28 Attachment_OSSE DCPS Hearings MOA**.

As mandated by the Child and Youth, Safety and Health Omnibus Amendment Act of 2004 (CYSHA), DCPS maintains a Mandatory Drug and Alcohol Testing (MDAT) Program. Under CYSHA, all employees in “safety-sensitive” positions — those with a significant degree of contact with students — are subject to drug and alcohol testing. To comply with the requirements under CYSHA, DCPS has a MOU with DCHR. This agreement was in place for FY2019 and will be updated and extended each year as required by law to implement the program

See **Q28 Attachment_FY19 DCHR_DCPS MOU**.

Additionally, DCPS has entered into an MOU with OCFO to delineate the duties and responsibilities of the Parties as it relates to the recordkeeping of IDEA attorneys fee payments for special education services. The MOU was in place for FY2019 and will be updated and extended as necessary.

See **Q28 Attachment_FY18 OCFO DCPS MOU**.

- Q29: List and describe any agreements (MOAs) or memoranda of understandings (MOUs) between DCPS and non-profit organizations and foundations that were in place during FY19 and also currently in place for FY20, besides those that provide special education services. Please provide a copy of those MOUs.**

OFFICE OF THE DEPUTY CHANCELLOR

DCPS enters into an annual MOU with My School DC for DCPS’ participation in the citywide common lottery system. See **Q29 Attachment_FY19 OSSE Common Lottery MOU**.

In August 2019, DCPS entered into a Memorandum of Agreement with Bard College for the operation and management of Bard High School Early College DC (Bard DC). Bard DC opened in SY19-20 as a DCPS high school serving 9th and 11th graders. It opened fully enrolled and serves over 160 students. The school will add 10th and 12th grades in SY20-21. See **Q29 Attachment_Bard Early College MOA**.

OFFICE OF COMMUNICATIONS AND ENGAGEMENT

On November 4, 2019, DCPS signed a Memorandum of Agreement (MOA) with Teaching for Change for FY20 in support of the Tellin' Stories Program. Tellin' Stories is a nationally recognized, research-based and field-tested approach to family engagement that combines racial equity, popular education, community organizing, and lessons from the family engagement field.

School Program Providers

The DCPS School Partnerships Division maintains several MOAs with School Program Providers who execute enrichment or support programming in partnership with our schools. See **Q29 Attachment_SPP MOAs_FY1819** for a list of specific organizations.

Communities in Schools

DCPS and Communities in Schools of the Nation's Capital (CIS) have a MOA that outlines the services provided by CIS to DCPS. CIS places a full-time site coordinator in select DCPS schools to provide the CIS model of Integrated Student Supports (ISS). The site coordinator assesses the needs at the school and develops an annual school support plan in conjunction with the principal and school administration that identifies strategies and resources across three tiers of support.

OFFICE OF TEACHING AND LEARNING

Bilingual Counselors, Social Workers and Early Stages Case Managers were offered sponsorship to the [Maryland ELL Family Involvement Network \(MELLFIN\) Conference in Maryland](#) which gathers attendees from school districts in MD, DC, and VA to share best practices to support Family Engagement for EL families. Workshops focus on equity and access for EL students and immigrant families.

EL Back-to-School Fair & EL Parent Academy

The Language Acquisition Division has collaborated with over 50 organizations to support English Learner students and families through the yearly EL Back-to-School Fairs. During these events, partnerships with governmental agencies and non-profits have provided access to resources ranging from Health and Wellness, Legal and Advocacy, Education, and Social Services among others to our ELs community.

Name of Organization
Amerigroup
Asian American LEAD
Ayuda



Name of Organization
Briya Public Charter School
Carlos Rosario International PCS
Catholic Charities DC
Collaborative Solution for Communities
DC Child Care Connections
DC HBX
DC Office of the State Superintendent of Education
DC Public Charter School Board
DC Public Schools, Early Stages
DC Public Schools, Early Stages
DC Sustainable Energy Utility
DCTAG
Department of Human Services
Department on Disability Services
Early Childhood Education
EOM Office on Latino Affairs
Equal Rights Center
Ethiopian Community Center
Georgetown University DC Schools Project (Center for Social Justice)
IMPACT DC - Children's National Health System
Latin American Youth Center
Latino Student Fund
Legal Aid Society of the District of Columbia
Mayor's Office of African Affairs
Mayor's Office of Latino Affairs
Mayor's Office of Asian and Pacific Islanders Affairs
MULTI DOOR DISPUTE RESOLUTION DIVISION
My School DC
NCCPUD -Wards 3 & 4 DC Prevention Center
Office of the Ombudsman for Public Education
Office of the Student Advocate
OSSE Division of Student Transportation
SED Center
Serving Our Children
So Others Might Eat (SOME)
Spanish Catholic Center
Thrive by Five DC
Truesdell E.C.
Trusted Health Plan
United Ethiopian Single Parent Family Association
United We Dream DMV
US Committee for Refugees and Immigrants
Washington English Center

Parent engagement workshops for English Learner parents have been successful through a continuous collaboration with community-based organizations. Below is a full list of the EL Parent Workshops provided as well as a detailed list of our various partners.

Workshop Title	Organization	Description
Know Your Immigration Rights	Catholic Charities	This presentation will provide an overview of immigration law, what to do if you are stopped by law enforcement or ICE, how to reduce your risk, what to do if you are detained, and available resources in the community. There will also be legal consultations.
Know Your Rights for Students (HS) and Families	US Committee on Refugees and Immigrants	This presentation will provide an overview of immigration law, what to do if you are stopped by law enforcement or ICE, how to reduce your risk, what to do if you are detained, and available resources in the community. There will also be legal consultations, pro-bono and low-bono representation for students and families that qualify.
Transforming Emotions to Effective Advocacy	"Office of Student Advocate"	Understanding the Issues Surrounding Special Education Rights in the District of Columbia.
Undocumented and Unafraid	United We Dream	Immigrant youth share their higher education stories; how they were able to navigate the system to access higher education and challenges they encountered along the way.
Positive Communication with your Children	Early Childhood Education (DCPS)	Learn how to use logical consequences to foster learning and cooperation instead of anger and rebellion. Learn effective ways



Workshop Title	Organization	Description
		to communicate with your child and how to handle power struggles.
Reunifying Immigrant Families Successfully (Spanish)	La Clinica Del Pueblo	This workshop will go over reunification's impact on family relationships and acculturation, address how to manage and rebuild relations, and provide community resources for continuous family support.
Advocating for your Child's Education	"Truesdell Ed Campus Unidos US & Ron Brown College Prep"	Hear how to access school system resources and services available to you and your children. Learn tips to stay informed, monitor your child's performance, and communicate with school staff.
Making a move from Elementary to Middle School	Columbia Heights Education Campus	Discover strategies and tools for helping your child transition from elementary school to middle school.
Supporting the Success and Wellbeing of Our Children (Amharic)	Ethiopian Community Center	This workshop will explore tools and resources parents can use to support their children's education and overall wellbeing. Parents will also be able to learn more about their right to language access in schools, protections for parents in the workplace, and other culturally and linguistically targeted supports in their community.
Surviving and Thriving in Highschool (HIGH SCHOOL STUDENTS AND PARENTS)	Roosevelt STAY and College Preparation Programs, DCPS	Adjusting to a new school in the US can be hard. Come learn the essentials about the High School system in DCPS, graduation requirements and what other options are available to you.
Improving Pediatric Asthma Care	IMPACT DC	At this talk you will learn how to identify the signs and



Workshop Title	Organization	Description
		symptoms of asthma, the importance of various medications and inhalers, general asthma pathophysiology, environmental triggers, and community resources available to families and children with asthma.
DCPS Lottery System and School Application (Amharic)	Mayor's Office of African Affairs	The workshop will focus on the DCPS lottery system, general school application processes, as well as giving a breakdown of the DCPS guide for graduation, college & career. The aim is to help African parents & students better understand the DCPS system.
Language Access Rights and Community Resources (Spanish)	Mayor's Office of Latino Affairs	This workshop will give overview of the rights you have to get services (translation, interpretation and signage) in your own language.
EL Parent Academy SY19-20		
Parenting Skills (discipline vs punishment)	La Clinica Del Pueblo	Learn how to use logical consequences to foster learning and cooperation instead of anger and rebellion. Learn effective ways to communicate with your child and how to handle power struggles.
Parenting Skills (discipline vs punishment)	Learn & Live Holistic Health Services	Learn how to use logical consequences to foster learning and cooperation instead of anger and rebellion. Learn effective ways to communicate with your



Workshop Title	Organization	Description
		child and how to handle power struggles.
Helping Children with Homework	DCPS (Brightwood EC)	Parents will learn strategies and tips that can help them to best support their children's learning at home.
Understanding the parent portal (ASPEN)	Office of Data Systems & Strategy (DCPS)	Parents will learn how to navigate the parent portal

Private collaborators

In preparation for the opening of the school year, the EL Back-to-School Fair aims to provide English Learner students and families access to resources and tools that will equip them to be successful. This includes supporting students and families with advocacy as well as educational materials. For that reason, one of the goals at the Language Acquisition Division has been to provide families school backpacks filled with school supplies during the fairs. This year, we were able to secure 416 backpacks filled with school supplies which were donated by the following private companies:

- NBC Universal
- Digital Media
- Skadden, Arps, Slate, Meagher & Flom LLP
- Apprio
- Marriott
- MBL Technologies

LGBTQ and Sexual Health

Planned Parenthood of Washington, DC has been engaged to provide capacity building training due to its highly regarded reputation to provide Sexual Health education and prevention services in the Washington D.C. area. Planned Parenthood of Washington, DC is experienced in providing sexual health services, trainings, and educational programs for youth.

Please see **Q29 Attachment_Planned Parenthood FY19.**

Supporting and Mentoring Youth Advocates and Leaders (SMYAL) provides LGBTQ-related services because they are a local service organization solely dedicated to supporting Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth. For over 30 years, they have provided services to LGBTQ youth in the Washington, DC Metropolitan area and have reached over 11,000 youth and trained over 6,000 youth workers.

Please see **Q29 Attachment_SMYAL SOW_FY19_SY18-19.**

Advocates for Youth provides trainings, workshops and online trainings to health and physical education teachers. This organization has over 38 years of experience providing capacity building, training, and workshops. In 2016, Advocates for Youth released their

sexual health curriculum Rights Respect and Responsibility (3Rs), which was adopted as DCPS's sexual health curriculum in SY17-18. Advocates for Youth's ongoing excellence in the field of sexual health education and capacity make them an excellent contractor to provide technical assistance and training surrounding the curriculum and related sexual health topics.

Please see Q29 Attachment_SOW Advocates for Youth SY18-19

Academic Innovation

The Smithsonian: DCPS and The Smithsonian formalized their relationship in 2019 through a two-year MOA for three key collaborations. First, educators from the Smithsonian will be co-developing and enhancing DCPS Cornerstones lessons to include exciting experiences at the Museums for DCPS students. Second, the Smithsonian and DCPS educators will co-develop up to two high impact, immersive experiences that will consist of year-long, recurring activities with students, teachers and/or families, across multiple schools or grades. Third, Smithsonian educators will continue to develop, design and/or provide professional development experiences for DCPS teachers, in which the content is aligned to the DCPS curriculum.

Please see Q29 Attachment_DCPS MOA 2-21-19.

The Arts and Global Education

The Kennedy Center has been working with DCPS for almost 30 years, primarily through the DC School and Community Initiative (DCSCI). Through this initiative, 26 schools have long-standing partnerships with The Kennedy Center wherein they receive services including teacher residencies, professional development, and performance access. These relationships are intended to provide substantive, long-term support through the arts to achieve goals set by school leadership. Additionally, The Kennedy Center hosted and financially supported the DCPS Music Festival, a four-day event that has grown to include over 3,000 students performing in 90 ensembles from nearly 50 schools from all eight wards of the city. The Kennedy Center is the backbone organization for Turnaround Arts and Any Given Child initiatives that DCPS is an active member. They have also hosted professional development and supported that work by providing teaching artists as facilitators. Lastly, through the Fifth Grade Initiative, The Kennedy Center provides tickets and transportation for all fifth-grade students to attend a Kennedy Center performance. The Embassy Adoption Program, Capital Arts Partnership Programs, Concerts in Schools, In-School Artist Residencies, Main Stage Artist Residencies are all programs run by the Kennedy Center.

Please see Q29 Attachment_Updated MOA for DCPS and the Kennedy Center.

Washington Performing Arts has maintained a contract with DCPS to support arts programming, primarily the Capital Arts Partnership and Concerts in Schools. Capital Arts Partnerships supports the development and growth of ensembles in individual schools with the goal of exiting the school once they have taken ownership of the program, moving on to support another school. Concerts in Schools brings the Washington Performing Arts mainstage and local artists into DC Public Schools for

performances and workshops. Recently, Washington Performing Arts has become a critical partner in the development of the DCPS music curriculum, supporting the development and implementation of DC Keys and the DCPS Honor Ensemble Program.

Please see **Q29 Attachment_MOA2019WPA**.

Educational Technology and Library Programs

Digital Promise: This MOU is a three-year project to provide 1:1 devices and create innovative learning environments in two schools: Columbia Heights Education Campus and Truesdell Education Campus, as part of the Verizon Innovative Learning Schools Project.

Please see **Q29 Attachment_Digital Promise_Verizon Signed MOA**.

Summit Learning: The Summit Learning Platform is a learning management platform leveraged by Ballou STAY, Roosevelt STAY, Washington Metropolitan, Luke C. Moore, Columbia Heights EC (grades 6-10), and Truesdell EC. Summit Learning organization provides training and targeted supports to these schools in conjunction with DCPS.

Please see **Q29 Attachment_Summit Signed Agreement_18-19**.

Graduation Division

DCPS has a current MOA with the University of the District of Columbia in support of the School Counseling Graduate Student Intern Program through which selected graduate students enrolled in University's school counseling graduate degree programs may participate in externships with DCPS.

DCPS and the George Washington University maintain a MOA on behalf of its Graduate School of Education and Human Development in support of the School Counseling Graduate Student Field Practicum Program. This program provides cooperative arrangements and extern placements for selected graduate students enrolled in the University.

DCPS and Trinity University maintain a MOA in support of the School Counseling Graduate Student Intern Program through which selected graduate students enrolled in University's school counseling graduate degree programs may participate in externships with DCPS.

DCPS has a current MOA with Loyola University Maryland, Inc. on behalf of its School of Education in support of the School Counseling Graduate Student intern program through which selected graduate students enrolled in the University's school counseling graduate degree programs may participate in externships with DCPS.

Georgetown University's McDonough School of Business

From 2013 through 2015, DCPS partnered with Georgetown University to develop and support an **Executive Master's in Leadership (EML) degree program** for a select cohort of DCPS principals. In January 2017, DCPS re-established that partnership with support from the DC Public Education Fund and the Walton Family Foundation to launch the

first-ever district-charter leader cohort of the EML program. This unique program welcomed its second cohort in January 2018, which includes five DC Public School principals, five DC Public School central office leaders, and ten DC charter school leaders. The DC Public School Leaders (DCPSL) EML program will enhance the skills and capacity of public school principals, while facilitating best-practice sharing across district and charter schools.

OFFICE OF ELEMENTARY SCHOOLS

MOU between DCPS/Early Stages and Unity Health Care: Early Stages provides weekly office hours, parent workshops on child development, and professional development for health center staff, and members of the community at Unity Health Care locations. Unity Health Care provides space and direct referral services.

MOU between DCPS/Early Stages and with each participating Child Development Center: DCPS/Early Stages provides child development centers with an Ages and Stages Developmental Screening tool kits and annual technical assistance to support developmental screenings for all children attending the participating child care centers. Child Development Centers provide screening and direct referral services.

OFFICE OF SECONDARY SCHOOLS

FY19 & FY20 Test Prep MOA with Kaplan, Princeton Review, Transcend, Bell Curves

In FY19, DCPS College and Career Programs (CCP) division signed MOAs with Kaplan, Princeton Review, Transcend, and Bell Curves for test prep services for SY19. The MOA test prep provider partners to either lead test prep instruction or train DCPS instructors on test prep strategies. Each test prep provider partners with a DCPS school and develops programming specific to the school's needs. For FY20, we have finalized updated MOAs with Bell Curves, Princeton Review, and Transcend; we are in the process of updating the Kaplan MOA.

FY19 & FY20 Dual Enrollment MOA with George Washington University, Howard University, American University, Catholic University, Georgetown University, UDC-CC, Trinity University, OSSE

For FY19, we maintained MOAs with UDC-CC, GWU, and Howard University for dual enrollment/ dual credit partnerships and entered a new MOA with American University.

Additionally, in FY19, DCPS entered into a MOA with OSSE for the district wide dual enrollment consortium through which DCPS students apply and take courses colleges participating in the consortium. This MOA is carried over to FY 20.

For FY20, CCP finalized MOAs GWU, Catholic, Georgetown, and Trinity. We are still awaiting final signature from updated MOA with American University for FY20.

FY19 & FY20 DCPS-DC CAP MOA

This MOA with DCCAP is to manage the ongoing relationship between the organization and our schools since 2016. DCCAP has College Access Providers in most DCPS high schools.

FY19 (through FY21) MOA with DCPS and Urban Alliance

In FY19, DCPS renewed the MOA with Urban Alliance for Urban Alliance to be able to implement their High School Internship Program at DCPS high schools. Urban Alliance provides professional skills development to DCPS students and paid school year internship experiences to DCPS seniors. The MOA is a 3-year MOA (MOA extends until FY21).

FY20 DCPS-College Track MOA (In Process)

Serving students in Ward 8, College Track is a comprehensive college completion program that empowers students from underserved communities to graduate from college. Final signature of MOA still pending.

FY20 Eastern AOHS EMS Training (In process)

Supporting students in the Academy of Health Sciences at Eastern High School, American Medical Response will provide hands-on medical training for the EMS certification program. This agreement allows Eastern students to complete their emergency medical training concurrently with their high school education.

FY19 & FY20 Guide to Graduation, Career, and College MOA with Spotlight

In FY 19, DCPS entered into a MOA with Spotlight to create the DCPS Student Guide to Graduation, Career, and College. The Guide provides personalized student information on graduation progress and postsecondary planning options. For FY20, we maintained the MOA but updated contract and payment information to include additional students and design modifications.

FY19 Trinity Washington and DCPS Dual Enrollment Partnership Agreement MOA

In FY19, Trinity Washington and DCPS entered an agreement in support of the Wilson H.S. Summer 2019 Dual Enrollment Program offered to Wilson students by Trinity. DCPS, in conjunction with Wilson HS, was a grant recipient of the Association of American Medical Colleges (AAMC) Community Grants. AAMC fully funded the enrollment of six Wilson students in a Summer 2019 4-credit microbiology course at Trinity. Funding covered the cost of tuition, fees, books and transcripts.

FY 19 & FY20 DCPS-College Success Foundation MOA

In FY18, DCPS entered into a MOA with College Success Foundation to outline service responsibilities, partnership, and data sharing. As part of the agreement, DCPS supports CSF initiatives and provides relevant Naviance and data. In turn, CSF, in collaboration with school-based staff provides students: College advising, financial aid/scholarship support, and college/career exploration programs. DCPS has continued with the MOA for FY19 and FY20.

FY20 DCPS-Jubilee Jobs MOA (In Process)

In FY20, DCPS is developing a MOA with Jubilee Jobs for a partnership with Ballou High School. Jubilee Jobs would provide professional skills development and job placement support for Ballou HS students.

FY20 DCPS-OnRamps to Career MOA (In Process)

In FY20, DCPS is developing a MOA with On Ramps to Careers. On Ramps to Careers serves as an intermediary with IT employers for DCPS Career Academy students (i.e. recruiting employers, screening employers, providing support to employers during the summer internship experience).

FY20 DC Construction Trades Foundation Phelps ACE HS ACAD Builds Internship & Job Training Program MOA

The DC Construction Trades Foundation is partnering with Phelps ACE HS to provide work-based learning and internship opportunities within the construction trades industry for Phelps electrical, carpentry, HVAC, engineering, and architecture students.

Office of School Improvement and Supports

Social Emotional Learning Partnerships

The SEL-School Culture Team has a MOA with Sanford Harmony which is a SEL curricula focused on relationship building in schools.

Health Services Partnerships

DCPS maintains a MOA with Child Trends, a non-profit education research organization. This agreement is part of the Chronic Absenteeism Reduction Effort (CARE) pilot program, currently operating in six schools: Bancroft Elementary, Cardozo Education Campus, Columbia Heights Education Campus, H.D. Cooke Elementary, Marie Reed Elementary and Powell Elementary.

In order to implement the CARE pilot program, DCPS maintains a MOA with the Chesapeake Regional Information System for our Patients (CRISP), which allows for data sharing between DCPS and local pediatricians, examining the link between health and chronic absenteeism.

DCPS maintains a MOA with Mathematica Policy Research to conduct research on the correlation between chronic conditions, 504 accommodation plans, and academic outcomes.

DCPS maintains a MOA with Community of Hope, a federally qualified health center, allowing for the sharing of space and providing access to primary care services to families at Marie Reed elementary.

University Partnerships

DCPS works with these universities to provide social work internships for graduate students:

- Arizona State University
- Boston University

- Bowie State
- Catholic University
- Columbia University
- Fordham University
- Gallaudet University
- George Mason University
- Howard University
- Morgan State University (in process)
- Simmons College
- University of DC
- University of Maryland Baltimore
- University of Southern California

Psychology MOAs/MOUs

DCPS works with the universities identified below to provide psychology internships for graduate students:

- Barry University
- Catholic University
- Chicago School of Professional Psychology
- George Mason University
- Loyola University
- University of Southern California

District School Mental Health Expansion Community-based Organization Partnerships

DCPS works with these community organizations:

- April May
- Catholic Charities
- Community of Hope
- Hillcrest
- Howard University School Based Behavioral Health
- Latin American Youth Center
- Mary's Center
- MBI Health Services
- One Common Unity
- Smile Therapeutic Services

Teacher Recruitment and Selection

DCPS is in the final year of a multiyear contract with Relay Graduate School of Education. Relay GSE serves as an internal pipeline program for DCPS paraprofessionals to receive specialized training to secure their teaching credential.

Please see **Q29 Attachment_Relay MOA 2018-2019**.

Presently, Teach for America supplies DCPS with 18 new-to-field corps members to teach in high-need subject areas in hard to staff schools. The contract ensures that DCPS

will share data related to corps member performance and collaborate on priorities for corps member recruitment and support to ensure success as DCPS teachers. During FY19, DCPS hired 11 TFA alumni via their "Alumni Hub" hiring support service. For FY20, DCPS has declined to proceed with the final option year.

Please see **Q29 Attachment_TFA Contract**.

DCPS is in the third and final option year of its contract with Urban Teachers. In FY19 Urban Teachers recruited and selected 54 high potential, new-to-teaching candidates to complete residency years training in DCPS classrooms, then continue coursework while proceeding as teachers of record in their second year of the program. (Please note the contract funding described in the contract is not accurate; DCPS does not, as a district/Central Office, pay Urban Teachers for the partnership; rather, the contract is funded at the school level via Resident Urban Teacher positions on school budgets where UT residents completed their residency year.) For FY2020: DCPS and Urban Teachers will renegotiate the terms and establish a new MOA.

Please see **Q29 Attachment_UT Contract**.

DCPS is in the second year of a five-year umbrella agreement with Catholic University to govern the participation of Catholic University students in coursework-related activities within DCPS schools, including but not limited to student teaching / practicums.

Please see **Q29 Attachment_Catholic Student Teaching Agreement Signed**.

DCPS is in the second year of a four-year umbrella agreement with George Washington University to govern the participation of GWU students and staff in coursework-related activities within DCPS schools, including but not limited to research surveys, student teaching / practicums, and research-oriented classroom observations. For FY20, DCPS and GWU have included an Addendum to include a Museum Education Program in the original umbrella agreement.

Please see **Q29 Attachment_GW Addendum 2019**.

For FY20, DCPS is in the base year of a five-year agreement with the University of the District of Columbia to govern the participation of UDC students in Field Experiences and Clinical Teaching Practice Programs through which selected undergraduate and graduate students enrolled in the University's various Education degree programs, including the Bachelor of Arts, Master of Arts, and Master of Arts in Teaching.

Please see **Q29 Attachment_GWU Agreement**.

DCPS has a MOA with the University of Michigan to facilitate a research partnership (including researchers from U of M, Columbia, and Harvard) to analyze our centralized teacher selection process to assess whether the "composite score" displayed to

principals when viewing the candidate pool accurately predicts candidates' likely performance on IMPACT.

Please see **Q29 Attachment_DCPS Michigan MOU_Final**.

Q30: Provide the Committee with a list of all non-DCPS sponsored (i.e., not run or currently organized by a DCPS staff member) after school programs and partnerships (during the school day and after school) that operated in DCPS during SY18-19 and to date in SY19-20 by school.

DCPS values the partnerships that we have with a number of community-based organizations. Through these partnerships, students receive academic and enrichment opportunities both after school and during the regular school day.

Please see **Q30 Attachment_ FY1920 School Partnerships** for a list of partnerships by school for SY17-18 and SY18-19.

Q31: The following questions are regarding DCPS capital budget:

a) Provide the capital budget for DCPS and all programs under its purview during FY18 including amount budgeted and actual dollars spent per project. Please include whether the project was a phase or full modernization; whether or not the project was completed on time; and indicate whether or not the project went over budget (i.e. was a reprogramming required to close out the project). If the project was over budget, provide the cost differential and the reason why

Please see **Q31 Attachment_ FY19 Modernization List with Expenditures**.

b) Provide the list of all stabilization and small capital projects for FY19. Please include a description of the project; amount budgeted and actual dollar spent per project; and the status of the work (completed or ongoing).

Please see **Q31 Attachment_ FY19 Stabilization Projects**.

Q32: Provide a current list of all properties supported by the DCPS budget. Please indicate whether the property is owned by D.C. or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, and utilities).

Please see **Q32 Attachment_ FY19 DCPS Properties and Leased List**.

Q33: Provide the updated DCPS school facility condition assessments that is conducted annually by DGS.

Facility Condition Assessments planned in FY19 and executed in FY20 are currently underway and will be completed later in FY20. A summary will be provided upon completion. Facility Condition Assessments executed for FY18 and FY19 are publicly

available at <https://sites.google.com/a/dc.gov/dcps-school-modernizations/facility-condition-assessments>.

Q34: Please describe the policy and procedures for naming a new school or renaming an existing school.

Please see **Q34 Attachment_School Naming Policy_Fully Executed** for DCPS' internal process, which describes the process for a name change initiated through DCPS. DCPS works with the Executive Office of the Mayor, the Deputy Mayor for Education, and the DC Council to formalize name changes in compliance with DC Code requirements.

Q35: How did DCPS in FY19 and to date in FY20 utilize the Master Facilities Plan and its annual supplement? Please include the following:

- a. **How the MFP informed capital budget requests and expenditures, including small capital projects in the Capital improvement plan (CIP);**
 - b. **How DCPS has made adjustments to new capital projects or projects previously included in the CIP;**
 - c. **How it guides the analysis and availability of swing space;**
 - d. **How it impacts operating budget planning and expenditures;**
 - e. **How it is used to evaluate and adjusts school policies; and**
 - f. **How it is used to inform staffing needs.**
-
- a. **How the MFP informed capital budget requests and expenditures, including small capital projects in the Capital improvement plan (CIP);**

DCPS uses the data in the MFP and the Annual Supplement to form capital budget requests. Specifically, the MFP and the Annual Supplement provides 10-year enrollment projections, which is the first time DCPS has had a planning tool like this to develop long-term capital budget estimates. The enrollment projections allow us to project future programmatic capacity needs, which feed into an Educational Specification (Ed Spec) development. The school specific draft Ed Spec gives DCPS an estimate for building square footage, which allows preparation of cost estimates. DCPS also uses the Facility Condition Assessment (FCA) data to plan our small capital construction projects. This data allows us to understand the anticipated remaining useful life of our assets and we are now able to better predict and budget when assets need to be replaced.

- b. **How DCPS has made adjustments to new capital projects or projects previously included in the CIP;**

Using the 10-year enrollment projections from the MFP and the annual supplement, DCPS has updated the project details for those included in the CIP. This includes updated Ed Specs to increase the anticipated capacity projections and additional site visits to verify the total building size to refine project work scopes. These updates ultimately lead to changes in the total CIP requests.

c. How it guides the analysis and availability of swing space;

The MFP and the Annual Supplement provides a comprehensive analysis of all vacant buildings in DCPS' portfolio, which DCPS uses as a guide to strategically plan for swing space. DCPS uses this information to undergo a first-round review of potential swing space locations, before branching to identify vacant land large enough to house portable complexes. DCPS is focusing on finding evenly distributed swing locations, based on availability, throughout the District to best plan modernization projects.

d. How it impacts operating budget planning and expenditures;

While the MFP and the Annual Supplement provide five- and 10-year projections, DCPS uses method of annual enrollment projections to determine operating budget planning and expenditures.

e. How it is used to evaluate and adjusts school policies; and

While the MFP and the Annual Supplement provide five- and 10-year projections, DCPS uses method of annual enrollment projections to conduct annual analyses of school policies, and then adjusts accordingly.

f. How it is used to inform staffing needs.

While the MFP and the Annual Supplement provide five- and 10-year projections, DCPS uses annual enrollment projections to provide adequate staffing for each school. Annual staffing needs ensures our students are supported appropriately each school year. Additionally, DCPS maintains an enrollment reserve for schools that experience unexpected increased in student enrollment mid-year.

Q36: Please describe any efforts made to comply with the PACE requirement to include estimated cost of maintenance and operations of the improved school facility in the CIP backup documentation.

a. Will this information be included in the FY21 budget submission?

DCPS is working collaboratively with the Department of General Services (DGS) to forecast fixed costs and the estimated maintenance/operations for all school buildings. It is our intention to include these as part of the PACE back-up documentation.

Q37: Provide a detailed description on how the Facility Condition Assessments inform capital budget planning.

a. According to the Facility Condition Assessments, what were the total amount of capital improvements needed, by facility, and by project type (HVAC, roof repair, windows, etc.) in FY19, and FY20.

b. According to the Facility Condition Assessments, what is the total ten-year capital investment needed to maintain DCPS facilities, by facility and project type.

The Facility Condition Assessments (FCA) are a snapshot in time and are used for asset level planning, not portfolio-wide estimates. The FCAs provide expected useful life remaining on our assets but are not reflective of recent change due to use or damage. FCAS have not been completed for all DCPS schools. DGS expects all FCAs to be completed by FY2020. DCPS includes six-year estimates in our Capital Improvement Plan (CIP).

Capital Improvement projects are being recommended for inclusion by means of a data driven approach. The useful life of building components in the beforementioned areas are being tracked and documented in 4tell. The 4tell Assessment Solution software provides high-quality facility condition assessment services that assists in creating standardized data sets. When building components that are eligible for capital replacement come to within two to three years of the end of their useful life, they are analyzed by DCPS and DGS then recommended for replacement accordingly.

Q38: Discuss the availability of swing space, if current swing space is adequate, or if additional swing space is needed should the CIP realize increased investments. Indicate which areas of the city need additional swing space, and any options currently under evaluation.

Currently, DCPS has several swing space locations available throughout the District. The Garnet-Patterson, Meyer, and Sharpe Health swing space buildings are online to service schools in Wards 1, 2, 4, and 5. The vacant Kenilworth building in Ward 7 will serve future Ward 7 and Ward 8 schools, when appropriate. Once the Eaton ES modernization is complete there will be no remaining full modernization projects in Ward 3.

The remaining PACE schools are primarily in Wards 5, 6, 7, and 8, with over 50 percent in Wards 7 and 8. DCPS is evaluating the ability to gain additional swing space locations in these wards to help accelerate CIP sequencing, which would ultimately impact future CIP investment requests. It is DCPS' preference to utilize vacant buildings in the portfolio, which is often more cost effective, before evaluating sites that can accommodate portable complexes.

Q39: Describe the steps taken by DCPS in FY18 and in FY19 to date to maintain or achieve Americans with Disabilities Act ("ADA") compliance at its facilities. Please include a narrative about funding availability for schools and agreements or plans with the DGS.

DCPS works closely with DGS on both modernization projects and small capital projects to achieve ADA compliance in our school facilities. All capital construction projects are required to meet ADA. In addition to the modernization projects, "small capital" projects have been completed to renovate existing spaces and installing new elevators.

DCPS worked closely with the Office of Disability Rights (ODR) in FY18 and FY19 to prepare for the FY19 and FY20 CIP submissions. This work included evaluating their facility assessments and meetings with staff to understand their priorities, which included bathroom modifications, ramps, and elevators. For FY19, DCPS has continued to roll out ADA compliant projects.

Below is a summary of the projects that were completed in FY18 and FY19 to improve the accessibility of our buildings.

FY18 Finished Projects

- **Elevators:** Aiton ES, Hendley ES, Burrville ES, Johnson MS, Ketcham ES, Takoma EC
- **Lift:** JO Wilson ES
- **Modernized Buildings (includes restroom conversion):** Bruce Monroe (Cafeteria/Gym), Murch ES, Bancroft ES, MacFarland MS, Boone ES
- **Small cap restroom conversions:** Tubman ES, Beers ES Cafeteria Bathrooms

FY19 Finished Projects

- **Elevators:** JO Wilson ES, Martin Luther King ES, Tubman ES (not completed, in progress); Seaton ES (completed in FY19), Leckie EC (completed in FY19)
- **Building Access:** Beers ES, Stoddert ES
- **Modernized Buildings (includes restroom conversion):** Coolidge HS, Wells MS, Hyde-Addison ES, Kimball ES, Maury ES
- **Restroom Conversions:** Burroughs ES, LaSalle EC, Ketcham ES, Burrville ES

Q40: Please list all targeted reading and math interventions DCPS has invested in. For each intervention, please state the following:

- a. **Whether it is evidence-based;**
- b. **Its cost;**
- c. **All schools which have used that intervention for SY18-19;**
- d. **If the intervention is offered to all students or just a subset of students, including how students are selected; and**
- e. **If intervention is paid for by the school or by Central Office.**

Literacy and Humanities

DCPS provides all students with rigorous instruction using a balanced approach to literacy development that aims to ensure access, engagement, and mastery of grade-level content for all students through our rigorous, content-rich and research-based Tier I literacy curriculum. This includes many opportunities for differentiation and support through small groups, scaffolds, accommodations, and modifications. Teachers have access to a variety of resources to support all students.

Data indicate that students throughout the district benefit from additional instruction that support them being on target for literacy success. The Response to Intervention (RTI) process provides a structure for supporting students who would benefit from intervention. Most schools will need multiple resources to meet the literacy needs of all students. Please note that various additional interventions live within each school at the discrepancy of school leadership; this list exclusively identifies interventions supported by the Office of Teaching and Learning.

Math

The mission of DCPS is for every school to provide a world-class education that prepares all our students, regardless of background or circumstance, for success in college, career and life. The academic goal of intervention is to accelerate student learning and help students meet grade level standards. Intervention math programs are designed around a multi-tiered approach to the early identification and provision of supports to students when they are struggling academically.

See attached **Q40_Attachment Literacy & Math Interventions** for data.

Q41: During SY16-17, targeted schools received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches) as part of DCPS literacy goals. Please name those schools and describe gains made in literacy in SY16-17, SY17-18, SY18-19, and SY19-20 to date. Also include schools participating with outside literacy partners for student assistance or partners for teacher supports for becoming reading specialists and provide all DCPS student outcomes in these programs as well.

In School Year 2016-2017, after three years of investment, the Assistant Principals of Literacy initiative was replaced with the Assistant Principal – English Language Arts (AP-ELA) position within the LEAP initiative. DCPS used learnings from the Assistant Principals of Literacy and their cohort model to move the district toward having all APs have an instructional focus and leading content specific professional development in schools.

In addition to these programs, DCPS partners with REACH, Inc. to operate an innovative model that pairs high school students who would benefit from additional reading support with 2nd and 3rd graders who enjoy reading with an older mentor or role model. In this program, both the elementary and HS students benefit in academic and social-emotional skills. This program is smaller and, therefore, robust comparison data is not yet available.

Finally, beginning in January 2019, DCPS educators began to receive highly specialized training that will provide them with some of the coursework necessary to become a reading specialist. This is provided through the DC Reading Clinic. Currently 12 teacher mentors, 12 aspiring reading specialists and 12 students are working together at the DC Reading Clinic.

Please see attachment **Q41 Attachment_FY19 Literacy Supports**.

Q42: Please provide the committee in excel formant literacy proficiency rates for grades 1-10 by school and grade.

Please see attachment **Q42 Attachment_EOY18-19 BOY19-20 Proficiency Rates**.

Q43: DCPS stated improving the high school experience, rigor, enrollment, and overall academic achievement as part of its focus for the previous three school years. The following questions are regarding this work:

- a. What is the status of advanced placement (AP) courses in all high schools? Has DCPS seen an increase enrollment in these courses as a result of this initiative? Has this initiative been maintained?**
- b. What additional training or professional development support is available to DCPS teachers who were teaching AP courses for the first time?**
- c. What is the status of every high school offering 20 elective courses? Are electives the same at each school, why or why not?**
- d. What additional support did Central Office provide high schools with smaller enrollments in creating and supporting new courses?**
- e. Did DCPS conduct any evaluation with high school students or teachers to measure the impact of these investments?**
- f. Provide the Committee with:**
 - 1. A list of each school that had International Bachelorette programs during SY18-19 and SY19-20 to date;**
 - 2. A list of all AP courses offered during SY18-19 and SY19-20 to date;**
 - 3. The number of students enrolled in each of the AP classes during SY18-19 and SY19-20 to date;**
 - 4. The number of students in each high school that took an AP exam in 2015, 2016, 2017, 2018, and 2019;**
 - 5. The percent of students who scored a 3, 4 or 5 on AP exams in 2019 by subject and score; and**
 - 6. A description of efforts by DCPS in FY19 and FY20 to date to increase the number of students of color enrolling in AP courses.**

- a. What is the status of advanced placement (AP) courses in all high schools? Has DCPS seen an increase enrollment in these courses as a result of this initiative? Has this initiative been maintained?**

The District of Columbia Public School's scheduling policy states that all high schools (with the exception of the Opportunity Academies) are required to offer a minimum of eight AP courses. To ensure that scheduling of AP courses is compulsory across DCPS high schools, the Office Secondary Schools, in collaboration with the Office of Teaching and Learning, has instituted a master scheduling approval protocol. It requires a review of each schools' master schedule by specified Central Office teams to confirm compliance with general scheduling requisite (which includes the minimum AP course offering standard).

Over the past three years DCPS has consistently offered the same number of AP courses, however, there has been a marked increase in the number of students enrolled in AP courses from year to year. Between SY17-18 and SY18-19, the number of students enrolled in AP courses increased from 3,877 to 3,912. Additionally, in SY19-20, there is a documented significant increase in the number of students enrolled in in AP Courses

(6,036) as represented by a positive delta of 2,124 as compared to SY18-19 AP course student enrollment data.

b. What additional training or professional development support is available to DCPS teachers who were teaching AP courses for the first time?

DCPS encourages all teachers to attend a four- or five-day Advanced Placement Summer Institute at a partner site a minimum of once every three years. This year DCPS also offered one-day PD sessions facilitated by the College Board in five different content areas. Additionally, sessions for AP teachers on district-wide PD days have expanded to include offerings for several of the largest content areas. Finally, this year DCPS continues to seek out and leverage the experience of AP teachers with track records of success, coordinating and leading co-observations of their classrooms through our AP Mentoring Program.

c. What is the status of every high school offering 20 elective courses? Are electives the same at each school, why or why not?

Any course that a student takes above graduation requirements is considered an elective. For example, a student can take Chinese after fulfilling his/her two-world language requirements for Spanish or take an additional science class after earning his/her four required science credits.

For the purposes of addressing this question, any course that IS NOT listed below is considered an elective. All honors and AP versions of the courses listed are affiliated with this list.

Required High School Courses		
English I	English II	English III
English IV	Algebra I	Geometry
Algebra 2 & Trigonometry	Upper Level or Alternative	Math Course
Level I and II World Languages	World History I	World History II
US Government	US History	DC History
Biology	Environmental Science	Earth Science
Physics	Chemistry	Concept of Physics
Anatomy & Physiology		

Electives vary across schools because schools have a diverse offering of electives to choose from. Electives are selected based upon the needs and interests of their students, as well as the schools' specialty areas. Staffing, technology, and resource demands also play a role in a school's accessibility to offer elective courses. There are several electives offered at most high schools: yearbook, student government, Street Law, financial planning, band, choir, and dance.

DCPS works to ensure that all secondary schools to offer more than 20 electives but recognizes that in the case of specialized programs or expanding schools that may not be possible. With consideration of this dynamic, the majority of DCPS High Schools offered at least 20 elective courses during SY18-19 and SY19-20. The exceptions to are the District Specialized High Schools (Bard Early College and Banneker HS) and Opportunity Academies.

The District's Specialized High Schools design academic programs that are aligned to the specialization of the school. In many cases the core academic requirements for these schools exceeds the general requirements of comprehensive schools and often limits a student's ability to acquire flexibility in course scheduling. The District's Opportunity Academies consist of students who are overage and under credited who do not have space in their schedules for extra electives. The focus of these schools is to assist students to fulfill the necessary credits to graduate. Thus, Specialized High Schools and Opportunity Academies may offer fewer electives.

d. What additional support did Central Office provide high schools with smaller enrollments in creating and supporting new courses?

During the master scheduling process initiated during SY18-19, the Secondary Academic Scheduling and Support Team provided schools with relevant guidance for creating or adding courses to their course catalog. They served as a liaison between schools and the appropriate Office of Teaching and Learning and/or College and Career Preparation Content Leader to support the creation and authorization of new course offerings. This process was managed through the implementation of a new Centralized Scheduling Resource Platform (facilitated through the QuickBase Application) where both district and school users were able to submit request for new courses and receive a final approval (or denial) for the request accompanied by a rationale and the assigning of scheduling attributes (as applicable to include course names, course codes, course credit allocation, etc.).

e. Did DCPS conduct any evaluation with high school students or teachers to measure the impact of these investments?

DCPS regularly uses general teacher and student satisfaction surveys. Though these are not unique to AP courses or electives, and they provide insight into the impact of these investments.

f. Provide the Committee with:

1. A list of each school that had International Bachelorette programs during SY18-19 and SY19-20 to date;

- Shepherd Elementary School – Primary Years Program (PYP)
- Thomson Elementary School – PYP
- Turner Elementary School – PYP
- Deal Middle School – Middle Years Program (MYP)



- Eliot-Hine Middle School – MYP
- Eastern High School – MYP
- Eastern High School –Diploma Program (DP)
- Banneker High School – DP

2. A list of all AP courses offered during SY18-19 and SY19-20 to date;

See Q43 Attachment_AP Course List.

3. The number of students enrolled in each of the AP classes during SY18-19 and SY19-20 to date;

See Q43 Attachment_AP Course List.

4. The number of students in each high school that took an AP exam in 2015, 2016, 2017, 2018, and 2019;

This is unavailable because of concerns for student privacy.

5. A description of efforts by DCPS in FY19 and FY20 to date to increase the number of students of color enrolling in AP courses.

DCPS encouraged schools to schedule AP courses that capitalize on student talent and passions. This includes offering AP courses that align with the students' interests and backgrounds, as well as pushing for more AP arts courses offered throughout the district. Both strategies have been proven successful at attracting students of color and leading to them passing AP exams. DCPS has also partnered with an outside consultant, Mathematica, which currently operates the Mid-Atlantic Regional Educational Laboratory, authorized under the Education Sciences Reform Act of 2002. Mathematica's contract cycle runs from 2017-2022. They have begun conducting a research study to determine the viability of requiring students to take AP courses and will be sharing those results with schools. The Academic Innovation team has created clearer course sequence guidance and will be sharing this with counselors and the scheduling team to ensure students are put on the correct path to be prepared for AP. Finally, for SY19-20 a formalized AP teacher mentorship program will allow highly effective AP teachers to partner with novice AP teachers for classroom exchanges, observations, feedback, and planning.

Q44: Provide the Committee with the official policy for DCPS regarding credit recovery and requirements for a student to gain credit for a course he/she previously failed. Include in the response a narrative description of how central office tracks credit recovery coursework for all students.

DCPS has focused on clarifying existing credit recovery policies and expectations and made it a priority to issue a clear and consistent policy and provide robust supports. The policy included extensive stakeholder feedback to address concerns while also continuing to build rigorous expectations. DCPS began offering credit recovery courses under the new policy during Term Two of School Year 2018-2019.

The final DCPS credit recovery policy **Q44 Attachment_Credit Recovery Policy** clarifies expectations regarding student eligibility, allowable courses, attendance requirements, approved staffing, course completion and grading. In order to pass a credit recovery course, students must complete all coursework and pass all required assessments. DCPS provides training and resources to credit recovery coordinators, counselors, and administrators to support teachers and monitor course completion. In addition, central office conducts credit recovery site visits and monitors credit recovery data through a daily data report to ensure compliance and course completion. Central office and school staff can also use information provided in the continuous improvement framework dashboard to ensure compliance with policy. The information in the continuous improvement framework dashboard is updated daily and available to school administrators and support staff.

The Office of Teaching and Learning is continuing to expand the number of courses offered as well as the rigor of courses and the resources available to teachers. DCPS also introduced course trackers in credit recovery, which allows students to work with their teacher or coordinator to map out a course completion plan and monitoring milestones to help ensure that students are making consistent progress towards their goals.

Q45: Please also give an update of DCPS' efforts and actions with regard to the Empowering Males of Color and Reign programs including outcomes.

DCPS promotes equity and educating the whole child by implementing innovative, research based, and student-centered learning experiences designed to position students furthest away from opportunity with the skills and platform to amplify their voices and actively challenge the status quo. This is done primarily through two initiatives: Empowering Males of Color (EMOC) and Reign: Empowering Young Women as Leaders.

In FY19, the programs that supported these initiatives included: Innovation Programs, We the Girls Leadership Series and Conference, Male Educators of Color Collaborative (MEOCC), and the Critical Conversations pilot course. In total over 760 students of color were impacted by EMOC and Reign programs.

The We the Girls Leadership Conference continues to grow in scope and scale. Over 300 young women of color, parents, and educators attended the conference and participated in over 16 workshops focused on health, wellness, identity, STEM, leadership, and trauma informed practices. Student participants reported being over 95% satisfied with the overall experience, and with their ability to use the knowledge that they gained in their everyday lives,

Moreover, We the Girls middle school leadership clubs expanded from serving over 120 young women at six schools to 160 young women at eight schools over the course of FY19.

The MEOCC engaged over 150 male educators of color through monthly networking, professional development sessions, and a culminating convening that included a panel discussion, breakout sessions, and a keynote speaker.

Critical Conversations was piloted at Ron Brown College Preparatory High School and Bell Multicultural High School. Over 90 students participated in the pilot course.

Quantitative impact for Innovation Programs and We the Girls Leadership Series is best conveyed by student participants generally outperforming their school peers (non-participants) in the following areas:

- **ISA:** Reign/EMOC students had a higher rate of attendance than their peers at 10 of 15 partner schools.
- **Suspension rates:** Reign/EMOC students were suspended at a lower rate than their peers in 11 of 15 partner schools.
- **PARCC:** Reign/EMOC students outperformed other girls/boys of color on the PARCC ELA in 10 of 15 partner schools.
- **Reading Inventory (RI):** Reign/EMOC students achieved higher proficiency rates compared to the total school rate in 11 of 15 schools.

Additionally, students interviewed during the end of program evaluation expressed high satisfaction with the overall implementation of programming within their school context.

In FY20, the programs that will support EMOC and Reign will include: Innovation Programs, We the Girls Leadership Series and Conference, Critical Conversations pilot courses, MEOCC, and a middle grades program for young men of color and conference.

Q46: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY19 and FY20 to date. Please describe in detail how these funds were spent to enhance student achievement.

DCPS spent FY19 Title I funds on allowable expenditures, such as highly qualified instructional staff salaries, parent and family engagement activities, and administrative costs to manage the grant funds. In addition, Title I funding supported school-specific initiatives, such as the 9th grade academy, The Twilight Program, Inspiring Youth Program, supports to students experiencing homelessness, Reading Recovery and other literacy programs, along with various instructional supports at schools identified under the Elementary and Secondary Education Act (ESEA) as Priority and Focus schools. Title I

funds were also used to support summer school programs at participating Title I Schools in FY19.

In FY20, Title I funds will be used to support the same programs from FY19.

Please see attachment labeled **Q46 Attachment_ Title Allocations** for the total amount of Title 1 funding, by school.

Q47: For each of the lowest performing schools, please provide a breakdown of the services and supports that were provided by the Office of School Design and Continuous Improvement in SY18-19, to accelerate their achievement. Please also detail by school the costs expended for these services and supports. Additionally, please provide a narrative description of the school improvement and turnaround methods the agency used in SY18-19 for each low performing school and how those indicatives impacted student achievement.

Goal 5 of DCPS' strategic plan A Capital Commitment 2017-2022 states that 100 percent of schools are highly rated or are improving by School Year 2021-2022. In December 2018, OSSE implemented a new accountability system, STAR Framework, under ESSA, which resulted in a new list of low performing schools.

The Framework identified eight schools as in need of comprehensive support: Anacostia High School, Ballou High School, Cardozo Education Campus, Eliot-Hine Middle School, Kramer Middle School, Langley Elementary School, Moten Elementary School, and Sousa Middle School.

The following supports were provided to schools after the identification of the comprehensive support schools under ESEA:

- **Needs Assessment:** DCPS engaged in a multi-year data review analyzing key metrics related to our theory of school improvement — Shared Leadership, Engagement, Culture of Achievement, Academics, and Equity. School leaders, instructional superintendents, and central office staff engaged in a root cause analysis of this data to determine areas of support for SY19-20.
- **Stakeholder Engagement:** Community engagement meetings were held at each of the eight CS1 schools to ensure stakeholders understood the STAR Framework and had an opportunity to weigh in on the transformation strategies. 90-minute student focus group sessions were also held at each of the eight CS1 schools to provide students with an opportunity to identify where during the school day students are being loved, challenged, and prepared to positively influence society and thrive in life, provide feedback on what they understand to be the root causes to the school's current performance, and to identify the reality and dreams of students at the school.
- **Comprehensive School Plan Visit:** DCPS held CSP Visits at the CS1 schools. These visits included classroom walkthroughs, teacher focus groups, data reviews and leadership reflections which provided teachers, central office staff and school leadership with the opportunity to identify priorities in transformation strategies.



- **External Visit:** CS1 schools also received a needs assessment from Turnaround for Children using the SEAT assessment.

Each school also had a Continuous Improvement Specialist and a Data Specialist to support the planning and implementation for its school improvement plan (known as the Comprehensive School Plan), which incorporates various initiatives from other offices, as well as partnerships with external organizations (e.g., City Year, Turnaround for Children). The CSP document is intended to be a living document that is focused on priority work, aligned with the Strategic Plan. It is designed to bring alignment between school, cluster, and district priorities, while giving schools the flexibility to target specific strategies that are responsive to the needs of their school communities. Clear guidance and directions, along with standard templates and examples were provided for each step of the CSP process. SPCI, along with other program offices, provided direct support to schools throughout the CSP process. Additionally, SPCI organized two CSP support sessions with other program offices over the summer to provide opportunities for school leaders to receive support as they developed their CSP. These specialists work to ensure alignment of these different initiatives to each school's turnaround plan and support the school in maximizing its resources.

The Chief of School Design and Continuous Improvement also supported schools through collaboration with the budget office to host Budget Roundtables for each of the CS1 schools.

From these touchpoints, the following investments were made in CS1 schools:

- **Investment in Connected Schools initiative:** A city-wide initiative to transform schools into neighborhood hubs; it leverages city-wide agencies to increase community access to government and community services. Each school was provided with a Connected Schools Manager for SY19-20, to serve as a member of the school leadership team, and strategically align resources with school needs.
- **Targeted Interventions:** Each school also received targeted interventions aligned with their area of need.
- **Cohort Support:** Comprehensive school leaders participated in shared learning experiences via a bi-weekly webinar to discuss best practices in transformation and troubleshoot any obstacles. DCPS also realigned the school cluster model to ensure that content team staff would be dedicated to each cluster for academic support. Additionally, all secondary schools (MS and HS) in the Anacostia and Ballou feeder pattern were grouped together to tackle the unique challenges students face. Additionally, elementary schools in the Ana and Ballou feeder pattern were grouped together to increase vertical alignment and collaboration across schools.
- **Redesign:** Ballou and Anacostia are also engaged in a community-driven redesign process to reimagine the high school experience based on stakeholder feedback.

The following investments have been made for each of the CS1 schools:

Langley
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Intensive Literacy & Math Planning and PD: tailored, real-time literacy coaching that will target specific opportunities for growth, summer writing training, and 10 visits this school year with coaching and training from consultant; instructional coach weekly professional development and coaching for eight teachers in close reading; LLI training three days with consultant for resource teachers and BES teachers
Assistant Principal of Math: instructional leader to dedicate capacity and time on math instruction by working with seven teachers weekly in one on one coaching and in weekly professional development
Conscious Discipline: continue partnership to support classroom management and provide a transformational, whole-school solution for social-emotional learning, discipline and self-regulation through bi-weekly professional development sessions from culture team and regular coaching for targeted staff from certified Conscious Discipline instructor
Relay: part of a specialized cluster integrating the nationally recognized Relay leadership model
Building SPED leadership capacity: dedicated school leadership to build and strengthen the SPED content and programs by working with four teachers in monthly professional development sessions and ongoing coaching
Moten
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Intensive Content Planning and PD: Moten's leadership team has a laser-like instructional focus that will be accelerated with intensive planning institutes for the whole faculty as a learning community
Reading and Math Intervention Specialists: provide additional support for students who are struggling
Relay: part of a specialized cluster integrating the nationally recognized Relay leadership model
Turnaround for Children: continue partnership to establish environments, based on a Multi-Tiered System of Supports (MTSS), that accelerate healthy student development and academic achievement with a focus on proactive behavioral support, strong adult-student relationships, and relational trust.
Cardozo
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement in order to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life

Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Assistant Principal of Literacy & Assistant Principal of Math for MS: support all ELA and Math teachers from 6th to 12th grades through personalized coaching plans and preparing for LEAP Weekly Data Meetings by analyzing student data in advance and planning re-teaches.
CT3: partner with CT3 to provide PD and teacher trainings that build school capacity through improved pedagogy, and transform classrooms by supporting the effective creation of classroom cultures that drive academic excellence for all students
Kramer
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Assistant Principal of Math and TLI SPED: build a Kramer leadership team that brings deep content knowledge
Dean of Students and Behavior Technicians: complementing support staff to make the most of the Connected Schools resources
Turnaround for Children: continue partnership to establish environments, based on a Multi-Tiered System of Supports (MTSS), that accelerate healthy student development and academic achievement
Eliot-Hine
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement in order to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life.
Turnaround for Children and Behavior Technician: continue partnership to establish environments, based on a Multi-Tiered System of Supports (MTSS), that accelerate healthy student development and academic achievement by building relational trust, developing and implementing a proactive school wide behavior plan, and targeted classroom environment coaching for highest need teachers.
International Baccalaureate (IB) AP, Coaching and PD: The AP continues to grow Eliot-Hine into a world-class IB school by supporting and furthering the training of four admin and eight teachers (one per content area); they have provided three training sessions for the whole staff, and led the development and kick-off of Interdisciplinary Unit #1 (grades 6 and 7) and the IB Community Project (grade 8).
TLI SPED: invest in staff as leaders of the content and culture that students need to thrive by building out systems and procedures for our self-contained programs, specifically ILS and BES and ensuring IB is inclusive of all students.
Behavior Technician: Supports structures in the school by providing in the moment teaching consequences and restorative plans for students whose behaviors are interfering with instruction. We have had a reduction in YTD suspensions per 100 from 70 to 24 and YTD suspension days per 100 from 150 to 32 which we attribute to more supervision and earlier and more thorough intervention.
Urban Teacher Residents: support two new educators to be highly effective so they can provide high-quality education for students and providing increased inclusion support for general education students (10 of 13 Math classes and 9 of 12 ELA classes).
Sousa
Strategy / Partner

Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
STEAM Academy Coach: continue to develop STEAM content and instruction
Reading Intervention Teacher & Behavior Technician: increase academic and social-emotional support for students
Turnaround for Children: continue partnership to establish environments, based on a Multi-Tiered System of Supports (MTSS), that accelerate healthy student development and academic achievement
Anacostia
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Reading/Math Interventions: Reading Plus, targeted writing focus using evidence-based writing strategies, and additional opportunities for complex text analysis during Extended Literacy Block, Math interventions with SAGA tutors in Algebra 1, the use of ALEK support in classrooms, targeted math interventions days implemented in lesson plans.
Redesign: design and implement a comprehensive and complete overhaul of the school, including academics, culture, extra-curriculars, structure, and operations
Ballou
Strategy / Partner
Connected School: partner with the community in order to provide an integrated approach to academics, health and social services, youth and community development, and community engagement
Urban Teacher Residents: support new educators to be highly effective so they can provide high-quality education for students
Writing Across the Curriculum: school-led PD and coaching provides an instructional focus on literacy for all students in all core academic classes
Redesign: design and implement a comprehensive and complete overhaul of the school, including academics, culture, extra-curriculars, structure, and operations

Q48: Please describe DCPS' plan to provide professional development or extra funding to schools in the bottom 5% in the STAR Framework. What is DCPS' plan for schools that after three years continue to show little to no progress? Which office is responsible for overseeing this plan?

In December 2018, the Office of the State Superintendent of Education (OSSE) released School Transparency and Reporting (STAR) Framework ratings for all DCPS and public charter schools and identified eight DCPS schools as in the bottom five percent. These schools were classified as Comprehensive Support and Improvement Type 1 (CS1) schools according to the Every Student Succeeds Act (ESSA). Schools in the bottom 5

percent in the STAR Framework received funding from OSSE, and DCPS provided \$75,000 in local funds for FY20 to support all schools that received one STAR.

After their identification as CS1 schools in December 2018, DCPS supported schools in engaging and gathering perspectives from key stakeholders, reviewing data and other qualitative evidence over time, and analyzing root causes and areas for change. This needs assessment process identified professional development needs at each school and DCPS has worked to ensure that schools receive differentiated professional development from external experts based on their needs.

In addition to external support, schools also receive additional professional development through the Cluster Support Model which provides school leaders with targeted support from a dedicated group of central office staff.

Every school in the bottom 5 percent of the STAR Framework showed growth on one or more PARCC metrics during the 2018-2019 school year. Seven of the eight schools increased their numerical STAR Rating, and three schools moved from a 1-STAR to 2-STAR rating.

The Office of School Improvement and Supports collaborates closely with instructional superintendents to ensure schools meet the performance benchmarks necessary to make improvement.

Q49: Provide a breakdown of expenditures in FY19 and FY20 to date on arts and humanities education and programming, broken down school and central, by personnel and non-personnel, and by source funding (i.e. federal, local, and local at-risk).

Below are FY19 and FY20 Central Office expenditures, as well as budgeted amounts for FY19 and FY20.

FY19 Arts Budgeted Amounts		
Type	Amount	Program
41 - Contracts	\$150,000	Washington Performing Arts
41 - Contracts	\$15,000	Kennedy Center/Performing Arts Festival
41 - Contracts	\$10,000	Honors Ensemble
41 - Contracts	\$15,000	Arts Show
41 - Contracts	\$6,500	Mural Project
40 - Prof Services	\$18,000	ACE Travel
41 - Contracts	\$7,000	ACE PD
FY 20 – Arts Budgeted Amounts		
Type	Amount	Program Name
41 - Contracts	\$150,000	Washington Performing Arts
41 - Contracts	\$10,000	Honor Ensemble Program
41 - Contracts	\$15,000	Art Show PD



41 - Contracts	\$15,000	Kennedy Center Music Festival
41 - Contracts	\$6,500	Mural Project
20 - Supplies	\$5,000	Consumables (Instrument Repair)
40 - Prof Services	\$13,000	ACE Fellowship Travel
41 - Contracts	\$7,000	ACE Fellowship PD
13 - Admin Premium	\$20,000	Admin Premium

Central Office PS Expenditures for FY19 and FY20:			
Fiscal Year	Title	Spend Plan Amount	Fund Number
FY19	DIRECTOR, ARTS	\$139,268.44	101
FY19	Manager, Arts Curriculum & PD	\$115,553.40	8400B
FY19	Manager, Music Curriculum & PD	\$115,553.40	735
FY19	Manager, Music Curriculum & PD	\$102,405.96	101
FY19	Musical instrument repairman	\$74,410.75	101
FY20	DIRECTOR, ARTS	\$138,120.85	737
FY20	Manager, Arts Curriculum & PD	\$117,864.47	735
FY20	Manager, Music Curriculum & PD	\$117,864.47	735
FY20	Manager, Music Curriculum & PD	\$114,512.46	735
FY20	Musical instrument repairman	\$74,410.75	101

Please see **Q49 Attachment_School-Based Art Allocations** for the schools' NPS and PS expenditures for the Arts.

Q50: Please provide the following information for the DCPS NAF academies for SY18-19 and SY19-20 to date:

- a. **The school name and academy type;**
- b. **The number of students enrolled in each program;**
- c. **A description of the coursework for each academy type; and**
- d. **Any notable milestones or achievements in terms of student outcomes as a result of this program.**
- e. **Any additional NAF academies DCPS plans to open for SY 20-21.**

We believe that student interest and passions should be coupled with authentic real-life learning opportunities that result in careers with salaries that will provide financial liberation for the next generation of Washingtonians. DCPS began NAF Academies in SY14-15 with seven Academies across six schools. DCPS NAF Career Academy students continue to outpace non-NAF students at schools with an academy. Students continue to demonstrate success when comparing in-seat attendance, on-track for graduation, and post-secondary planning outcomes. Today we have 21 NAF Academies in 14 schools serving 2,071 students. Below is information on DCPS NAF Academies:

Career Academies & Enrollments

High School	Academy Theme	Enrollment: SY19-20 (end of Oct.)	Enrollment: SY18-19 (EOY)
Anacostia HS (NEW SY19-20)	Public Safety	31	NA
Ballou HS (NEW SY19-20)	Mass Media	48	NA
	Auto Tech	71	NA
Cardozo EC (NEW SY19-20)	IT/Networking	32	NA
	Engineering	112	NA
Columbia Heights EC* (NEW SY19-20)	IT/Networking	40	NA
	Engineering	46	NA
Coolidge HS (NEW SY19-20)	Mass Media	55	NA
Eastern HS (NEW SY19-20)	Health Sciences	81	NA
McKinley Tech HS (NEW SY19-20)	BioTech	172	NA
Ballou HS	Hospitality	190	127
Columbia Heights EC	Hospitality	114	143
Coolidge HS (2nd Year)	Health Sciences	66	36
Dunbar HS	Engineering	132	128
McKinley Tech HS	IT/Networking	190	183
McKinley Tech HS	Engineering	98	104
Phelps ACE HS	Engineering	182	82
Wilson HS*	Hospitality	157	134
Woodson HS	Engineering	64	69
	IT/Networking	74	78

*expected increase in enrollment based on schools' schedule

Career Academy Coursework Descriptions (By Theme)

- **Automotive Technology Academy Coursework:** The Academy of Automotive Technology gives students knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Courses includes essential safety and environmental rules and regulations. Additionally, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The Automotive Technology courses allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The Automotive program coursework also provides experiences such as mentorships, independent study, or laboratories.
 - **Industry Certifications:** ASE Light Repair
- **Biomedical Academy Coursework:** The Academy of Health Sciences develops a pipeline of students prepared to pursue health-related degrees and professions in one of the fastest growing sectors of the economy, such as biotechnology, genetics, nursing, therapeutics, and diagnostics. The Academy of Health Sciences uses Project Lead the Way (PLTW) curriculum in biomedical sciences. Courses include Exploring Health Careers, Principles of Biomedical Science, Medical Interventions, and a capstone course. The program introduces students to a wide range of careers in the health services industry and offers many opportunities for career exposure. The PLTW curriculum is aligned with national standards in math and English, Next Generation Science standards, and National Health Standards.

- Industry Certifications: PLTW end of course exams
- Biotechnology Academy Coursework: Biotechnology is a four-course sequence which prepares students in the emerging fields of biotechnology such as agricultural, medical, regulatory, and forensics. Students will have the opportunity to use sophisticated laboratory equipment, perform statistical analysis, and practice quality-control techniques. Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.
- Engineering Academy Coursework: The Academy of Engineering answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. The Academy of Engineering uses Project Lead the Way (PLTW) curriculum to provide opportunities to develop highly transferable skills in critical thinking, collaboration, and problem solving, in addition to introducing students to important engineering concepts. Students learn to apply science, technology, engineering, and math through project-based, hands-on courses. PLTW curriculum is aligned with national standards in math and English, Next Generation Science standards, and CTSA K-12 Compute Science standards.
 - Industry Certifications: PLTW end of course exams
- Hospitality Academy Coursework: Hospitality and tourism are two of the world's largest industries and one of the fastest growing in the District of Columbia. Students in the Academy complete a sequence of courses designed in partnership with the American Hotel and Lodging Association, including Principles of Hospitality Management, Customer Service, Sports Entertainment and Event Planning, Introduction to Hospitality Marketing, and Hospitality and Tourism Management. Throughout the program, students learn about the hospitality industry and participate in many work-based and experiential learning opportunities, including field trips to restaurants, postsecondary institutions, and wholesale food companies.
 - Industry Certifications: Customer Service, Guest Service Professional – recognized by the American Association for Hotel Lodging
- IT/Networking Academy Coursework: The Academy of Information Technology prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace. IT Academies may offer all or some of the three program offerings as part of their Academy course work.
- Computer Science: Project Lead the Way (PLTW) Computer Science programs engage students in computational thinking and excite them about the possibilities in engaging careers that use computing. Through topics such as 3-D modeling, animation, mobile device applications, and coding, students will be prepared to develop solutions in a multitude of platforms and programming languages. With a focus on cybersecurity, students are prepared to develop solutions and raise awareness for ethical computer behavior, while protecting privacy.

- Industry Certifications: PLTW end of course exams
- Digital Media: Students in the Digital Media program gain an understanding of digital and multimedia programming concepts. Students can learn about game programming concepts, as well as web page design and creation. The program includes classes on software such as Adobe Photoshop and Illustrator, as well as industry-recognized certification exams to become an Adobe Certified Associate.
 - Industry Certifications: Adobe ACA Photoshop
- Networking/IT: The Networking program teaches students the fundamentals of computer hardware and software, as well as how to install, configure, and troubleshoot network devices. Upon completion of the program, students can configure an internet server and troubleshoot internet connectivity, preparing them to enter careers in the IT industry. Networking uses a CISCO-based curriculum.
 - Industry Certifications: CompTia A+ & Cisco CCENT II
- Mass Media Academy Coursework: Careers in audio and video technology and film production span all aspects of the audio/video communications industry, and is a fast-growing, high-skill area of need. In addition to developing technical knowledge and skills needed for success in Arts, Audio/Video Technology, and Communications careers, students will develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products. Classroom instruction is delivered through lab-based classroom experiences as well as hands-on career preparation opportunities.
 - Industry Certifications: Adobe Photoshop Premier Pro
- Public Safety Academy Coursework: The Public Safety program is a four-level program that includes five courses designed to familiarize students with legal concepts and review essential cases in constitutional law. The Public Safety curriculum is designed to promote learning, trigger critical thinking, and expose students to complex theories and practices in today's law enforcement industry. The program's curriculum is complemented by relevant work-based learning opportunities that expand their understanding, increase their engagement, and broaden their awareness of the industry and career possibilities within it. Upon completion of the program and graduating from high school, students can enroll directly into the MPD Cadet Program and attend the University of the District of Columbia Community College (UDC-CC). Upon completion of the MPD Cadet Program, eligible to become sworn MPD Officers with a starting salary of \$55,000.
 - Industry Certifications: First Aid and CPR

CAREER ACADEMY NOTABLE MILESTONES

Ballou Academy of Hospitality

- Milestones/Achievements: In SY18-19, the Ballou Academy of Hospitality and Tourism was recognized by NAF as a Distinguished Academy. This is the top honor and Academy can receive from the NAF organization. Last year, Ballou's top five graduating Seniors were all Hospitality students. This includes a student, who was awarded a Trachtenberg Scholarship

from George Washington University, and a student, who served as one of the two State Board of Education student representatives last year. Fifty-eight percent (26/45) of Academy Class of 2019 seniors completed a Career Ready Internship over the course of their Academy experience. Eight-two percent of academy seniors planned to attend college, and 86 percent of college-bound seniors reported at least one college acceptance. This school year Ballou's Academy of Hospitality and Tourism expanded to include students enrolled in the Culinary Arts pathway. As a result, these students will also benefit from the supports, investments, and opportunities associated with the Career Academies.

CHEC Academy of Hospitality

- Milestones/Achievements: The Academy partners with Destination DC. Last year students participated in an overnight trip to New York City where they had the opportunity for tour Marriot's headquarters and listen to several guest speakers.
- In SY18-19, 48 percent (30/63) of Academy Class of 2019 seniors completed a Career Ready Internship program over the course of their Academy Experience. Eighty-five percent of Academy seniors planned to attend college post-graduation; and 97 percent of college-bound seniors reported at least one college acceptance. Because CHEC runs on a 4x4 schedule and students can complete the NAF course sequence in two years, the Academy expects to increase enrollment in the latter half of SY19-20.

Coolidge Academy of Health Sciences

- Milestones/Achievements: In its third year of implementation, the Academy administered its first two certifications for students (beyond the PLTW course exam); CPR/First Aid, and Medical Terminology. Academy enrollment nearly doubled from last year, and a new partnership with ServeDC expanded opportunities for students to learn emergency preparedness skills through hands-on workshops at the school.
- In SY18-19, students completed internships through the Career Ready Internship (CRI) program at locations such as Children's National Medical Center, Georgetown University School of Medicine, and Howard University School of Pharmacy.

Dunbar Academy of Engineering

- Milestones/Achievements: Students participated in the Verizon Innovative Learning Design Challenge where they identified small business partners and analyzed the challenges they face. Based on their analysis, students designed a mobile solution that leveraged emerging technology and created a prototype of the solution. Afterwards students collected feedback to refine the solution, and the project culminated with a demonstration and presentation at the showcase event.
- In SY18-19, 67 percent (26/39) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience. 93 percent of Academy seniors planned to attend college post-graduation, and 100 percent of college-bound seniors reported at least one college acceptance.

McKinley Academy of Engineering

- Milestones/Achievements: The Academy works closely with the National Society of Black Engineers and FIRST Robotics. Both organizations partner with the school to provide work-

based learning opportunities for students and allow students to converse with industry and college professionals. Students actively participate in competitions in partnership with FIRST Robotics throughout the school year.

- In SY18-19, 72 percent (33/46) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience. 91% planned to attend college post-graduation, and 94 percent of college-bound seniors reported at least one college acceptance.

McKinley Academy of IT

- Milestones/Achievements: Cross-curriculum collaboration occurs throughout the school year. Each year, 10th, 11th, and 12th grades have two interdisciplinary project-based learning projects. One example of cross-curriculum collaboration is demonstrated through the 10th grade field trip to the U.S. Holocaust Memorial Museum. The trip is planned with academy career teachers as well as Social Studies and English teachers. Exposure to cross-curriculum collaboration also occurs when computer science and digital media and networking students complete and present the project on how their career field could solve global social issues.
- In SY18-19, 72 percent (53/74) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience. 92 percent of academy seniors planned to attend college post-graduation, and 86 percent of college-bound seniors reported at least one college acceptance.

Phelps Academy of Engineering

- Milestones/Achievements: Last year Phelps's Network of Support Partners focused on gender-specific mentoring opportunities for students. Commercial Real Estate Women provided monthly CREW Girls Lunch Series, and Anchor Construction provided mentorship for boys. Turner Construction Company and Treasury Department Federal Credit Union provided mentorship for mixed-grade groups of students.
- In SY18-19, 21 percent (6/29) of Class of 2019 Academy seniors completed a Career Ready Internship program over the course of the Academy experience. 24 Phelps AOE students received an internship placement in summer 2019. 62 percent of Academy seniors planned to attend college, and 88 percent of college-bound seniors reported at least one college acceptance. This school year Phelps's Academy of Engineering expanded to include students enrolled in the Architecture, Carpentry, Electrical, and HVACR pathway. As a result, these students will also benefit from the supports, investments, and opportunities associated with the Career Academies.

Wilson Academy of Hospitality

- Milestones/Achievements: The Academy has a close relationship with Destination DC. Last year, students participated in an overnight trip to New York City where they had the opportunity to tour Marriot's headquarters and listen to several guest speakers.
- In SY18-19, 54 percent (31/57) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience. 86% of Academy seniors identified as college-bound, and 72 percent of college-bound seniors reported at least one college acceptance.

Woodson Academy of Engineering

- **Milestones/Achievements:** Last year, Academy students completed a cross-curriculum project in collaboration with the science and math departments at Woodson. The project focused on the mental health of veterans. NAF students worked collaboratively to learn more about PTSD and created an app that supports military personnel as they return to civilian life. In SY18-19, 55 percent (17/31) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience.
- 86 percent Academy seniors planned to attend college post-graduation, and 96 percent of college-bound seniors reported at least one college acceptance.

Woodson Academy of IT

- **Milestones/Achievements:** Woodson IT Academy students actively participate in the TSA (Technology Student Association), a nationally recognized Career and Technical Organization. Students participate after school, building on their robotic and computer science skills they learn in class. For the past three years, at least five students participated in the national TSA conference.
- In SY18-19, 71 percent (30/42) of Class of 2019 Academy seniors completed a Career Ready Internship over the course of their Academy experience. 74 percent of Academy seniors plan to attend college post-graduation, and 97 percent of college-bound seniors reported at least one college acceptance.

Q51: In SY13-14, DCPS established targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. Please provide the following for each Ninth Grade Academy by school for SY 13-14, SY14-15, SY15-16, SY16-17, SY17-18, SY18-19:

- Truancy**
- Attendance,**
- Chronic Absenteeism**
- Promotion**

The Ninth Grade Academy program was designed to support students' successful transition to high school, provide students with clear expectations and consistent adult practices, and offer frequent academic feedback and a network of social, emotional, and academic interventions. It was established in School Year 2013-2014 in response to a 54 percent 9th grade promotion rate in comprehensive high schools in School Year 2012-2013, which was 17 percent below the promotion rate for all 9th graders. It started in eight schools, serving 989 students. Six years later in School Year 2018-2019, Ninth Grade Academies were offered in nine schools, serving 833 students: Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Eastern, Ron Brown, Roosevelt, and Woodson.

Academy teacher gradebooks are updated and monitored closely at set intervals each term, triggering course-level interventions for students who are off track to promote. Students and teachers create individualized Student Success Plans, identifying specific

assignments or tasks to complete by the next update, and adult supports to ensure success. Academies offer after-school tutoring and Saturday School to students on success plans.

DCPS also recognizes the importance of establish strong attendance in 9th grade. The Office of Secondary Schools is working with DCPS' Attendance team to identify proactive, personalized attendance interventions on a case by case basis. By ensuring increased and immediate attention to all unexcused absences, DCPS will promote daily attendance for our 9th graders. Furthermore, by identifying students with less than 18 unexcused absences who are currently chronically absent (unexcused absent more than 10 percent of days student has been enrolled in the school), interventions can work to improve the status of some students, reducing the number of chronically absent students before the end of the school year.

The following data summarizes outcomes in DCPS Ninth Grade Academies (NGA) in School Year 2018-2019:

- Ninth Grade Academies promoted 74 percent of academy students with at least six credits, including English I. This is down five percent from School Year 2017-2018 and up 20 percent from pre-academy promotion rates

The following Data charts show the results in more detail:

Chronic Absenteeism Rates at Ninth Grade Academy Schools*					
School	SY17-18 # Registered Students	SY17-18 Chronic Absence Rate	SY18-19 # Registered Students	SY18-19 Chronic Absence Rate	Δ Chronic Absence Rate
Anacostia HS	46	87%	66	91%	+4%
Ballou HS	161	75%	102	91%	+16%
Cardozo EC	56	73%	56	88%	+14%
Coolidge HS	50	54%	51	51%	-3%
Dunbar HS	155	68%	118	93%	+25%
Eastern HS	134	64%	159	81%	+17%
Ron Brown	91	47%	89	69%	+21%
Roosevelt HS	92	72%	94	83%	+11%
Woodson H.D. HS	72	86%	98	84%	-2%
9th Grade Academy Students Only	857	69%	833	83%	+14%

*Note, based on changes to business rules, prior years are not available.

Promotion Rates for Eligible Students at Ninth Grade Academy Schools*											
School	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18 (In. Alg)	SY17-18 (Ex. Alg)	SY18-19 (In. Alg)	Change (In. Alg)	SY18-19 (Ex. Alg)	Change (Ex. Alg)



							Alg) ***			Alg) ***	
Anacostia	50%	63%	71%	77%	78%	61%	70%	62%	1%	65%	-5%
Ballou	57%	65%	66%	79%	81%	68%	73%	59%	-9%	64%	-9%
Cardozo	43%	59%	78%	86%	94%	93%	93%	73%	-20%	79%	-14%
Coolidge	56%	72%	70%	85%	72%	68%	80%	76%	8%	80%	0%
Dunbar	76%	75%	84%	80%	92%	86%	88%	80%	-6%	83%	-5%
Eastern	58%	57%	81%	81%	90%	74%	75%	65%	-9%	70%	-5%
Ron Brown					90%	75%	80%	74%	-1%	78%	-2%
Roosevelt	42%	80%	75%	92%	80%	84%	84%	74%	-10%	76%	-8%
Woodson	57%	68%	74%	79%	87%	69%	69%	74%	5%	74%	5%
9th Grade Academy Students Only	54%	66%	75%	81%	85%	76%	79%	71%	-5%	74%	-5%
All 9th Grade Academy School**	54%	59%	72%	74%	80%	73%	77%	71%	-2%	68%	-9%
All 9th Grade Academy Students - Male	48%	55%	68%	69%	83%	68%	78%	66%	-2%	70%	-8%
All 9th Grade Academy Students - Female	63%	65%	77%	80%	87%	72%	82%	77%	5%	78%	-4%

School-Wide Attendance Metrics for Students at Ninth Grade Academy Schools

Average ISA for Ninth Grade Academy Students*								
School	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	Change
Anacostia	55%	58%	63%	69%	69%	71%	63%	-8%
Ballou	52%	63%	64%	75%	76%	79%	62%	-17%
Cardozo	56%	72%	78%	76%	73%	81%	66%	-15%
Coolidge	64%	81%	83%	86%	90%	85%	85%	-
Dunbar	58%	66%	66%	80%	78%	80%	71%	-9%
Eastern	76%	76%	75%	81%	82%	70%	71%	+1%
Ron Brown					81%	86%	80%	-6%
Roosevelt	59%	72%	75%	83%	82%	77%	72%	-5%
Woodson	54%	65%	69%	81%	75%	69%	72%	+3%
9th Grade Academy Students Only		75%	79%	79%	79%	79%	71%	-8%

% Truant for Ninth Grade Academy Students*



School	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17	SY17-18	SY18-19	Change
Anacostia	72%	75%	74%	84%	79%	80%	86%	+6%
Ballou	86%	83%	81%	73%	88%	83%	93%	+10%
Cardozo	76%	57%	53%	86%	78%	84%	91%	+7%
Coolidge	73%	34%	41%	28%	27%	44%	43%	-1%
Dunbar	78%	75%	85%	60%	74%	88%	96%	+8%
Eastern	58%	59%	63%	71%	62%	68%	87%	+19%
Ron Brown					87%	64%	81%	+17%
Roosevelt	63%	28%	28%	67%	73%	85%	89%	+4%
Woodson	83%	73%	72%	56%	84%	90%	88%	-2%
9th Grade Academy Students Only		72%	72%	67%	74%	78%	86%	+8%

Student Behavior Metrics for Ninth Grade Academy Schools*

End of Year Suspension Rates														
School	SY13-14 % 1 Susp. **	SY13-14 % 2+ Susp.	SY14-15 % 1 Susp.	SY14-15 % 2+ Susp.	SY15-16 % 1 Susp.	SY15-16 % 2+ Susp.	SY16-17 % 1 Susp.	SY16-17 % 2+ Susp.	SY17-18 % 1 Susp.	SY17-18 % 2+ Susp.	SY18-19 % 1 Susp.	SY18-19 % 2+ Susp.	Δ % 1 Susp.	Δ % 2+ Susp.
Anacostia	20%	27%	19%	16%	18%	16%	8%	18%	33%	4%	21%	14%	-12%	+10%
Ballou	19%	40%	21%	21%	18%	10%	15%	9%	13%	22%	20%	34%	+7%	+12%
Cardozo	17%	31%	21%	16%	9%	3%	8%	0%	4%	11%	14%	11%	+10%	-
Coolidge	10%	7%	11%	11%	12%	2%	9%	1%	18%	2%	8%	2%	-10%	-
Dunbar	12%	3%	8%	0%	13%	6%	11%	4%	12%	7%	21%	14%	+9%	+7%
Eastern	21%	19%	16%	10%	11%	4%	12%	3%	12%	4%	13%	8%	+1%	+4%
Ron Brown							3%	1%	2%	1%	17%	7%	+15%	+6%
Roosevelt	22%	11%	11%	7%	9%	8%	15%	2%	14%	3%	12%	9%	-2%	+6%
Woodson	19%	17%	18%	12%	14%	4%	4%	2%	15%	14%	18%	7%	+3%	-7%
9th Grade Academy Students Only	18%	21%	16%	10%	13%	7%	10%	5%	12%	9%	16%	12%	+4%	+3%

Q52: Provide the following attendance data for the entire agency by grade level, by school or program that utilizes DCPS as an LEA, and by whether or not the students have an IEP, for school year 2018-2019 and the 2019-2020 school year to date. Include any non-public school attended by students with a disability:

- a. The number and percent of students with 1-5 unexcused absences;
- b. The number and percent of students with 6-10 unexcused absences;
- c. The number and percent of students with 11-20 unexcused absences;
- d. The number and percent of students with 21+ or more unexcused absences;



- e. **Of the truant cases for students who have missed 10+ days please state how many have been referred to CFSA and please provide a narrative describing the root causes of the unexcused absences; and**
- f. **For cases involving students 14 years and older, how many per school have been referred to CFSA?**

Please see **Q52 Attachment_SY18_19SY19-20 Attendance Data** for data responsive to Q52 items a-d. School Year 2019-2020 information can be found in tabs 1-2, 5-6, and School Year 2018-2019 data can be found in tabs 3-4, and 7-8. Note, some of the tabs contain subgroups and aggregates may not be comparable across tabs.

Note: As requested, this data reflects all unexcused absences for all DCPS students, including non-compulsory-aged students, and is based on end of year enrollment. This is not equivalent to reported truancy data.

- e. **Of the truant cases for students who have missed 10+ days please state how many have been referred to CFSA and please provide a narrative describing the root causes of the unexcused absences; and**

As of December 1, 2019, 422 students accrued ten or more all-day unexcused absences, resulting in the need for a CFSA referral. DCPS has referred 205 (49%) of these students. Per DC Code, Student Support Team (SST) conferences are required to be held when a student reaches their 5th unexcused absence in a term. Staff members are required to document the reasons for these absences (e.g., root causes). In general, students identified academic concerns, health, transportation, family issues, clothing, day care, "parentified" minors and life management issues, and "other" as the most persistent barriers to their regular school attendance.

After 10 unexcused absences, students are deemed "chronically truant", and those who are between the ages 5-13 and have accrued 10 all-day unexcused absences, are required to be referred to the District's Child and Family Services Agency (CFSA). The information gathered at the five-day conference, if completed prior to the CFSA referral, is included as part of the referral. Evidence of compliance with the DCPS Attendance Protocol is also provided as a part of the referral.

- f. **For cases involving students 14 years and older, how many per school have been referred to CFSA?**

Students who are 14 years and over are not required to be referred to CFSA, so this information is not tracked.

- Q53: Provide an update on the work of the school-based student support teams. For SY18-19 and SY19-20 to date, please provide the following information, broken down by school:**
- a. The number and percent of referrals to an SST made for unexcused absences, including the percent of such referrals made within 2 school days after the accumulation of 5 or more unexcused absences;**
 - b. The number and percent of SST meetings for unexcused absences, including the percent of such meetings held within 5 days of the referral;**
 - c. The number and percent of SST meetings for unexcused absences held where the student and/or student's parent was present;**
 - d. The number and percent of SST meetings in which the root causes of the unexcused absences were recorded;**
 - e. A tally of the root causes of unexcused absences identified by the SSTs;**
 - f. The number and percent of SST meetings in which an action plan was put in place including:**
 - a. The type and number of times by type of school and community based service identified in the action plan; and**
 - b. The number of action plans in which an attendance contract was the sole intervention put in place.**

As a component of DCPS' Continuous Improvement Framework (CIF), DCPS created a Data Analysis Center (DDAC), which is a new data hub that provides schools with relevant data. Via this system, schools receive daily updates regarding which students require an SST. The dashboard also informs staff of which families require a 5-day SST notification letter, which is produced from Aspen, DCPS's Student Information System. Staff then send the notifications via U.S. mail for families for whom we have no email address. Email notifications are sent via DCPS's Blackboard web-based system. To ensure follow-up, staff also call parents to schedule the required SST meetings.

During the SST process, staff meet with students and/or parents to gather information regarding family dynamics; explore reasons for absences; and formulate an action plan to resolve concerns. Much of this information is collected and recorded on paper or via an electronic SST form. Data related to the barriers identified by the parents/students and general demographics is entered into Aspen. In SY18-19, 13,064¹ students accrued five or more unexcused absences within a term resulting in attendance SST referrals. DCPS held SST meetings for 10,321 of these students (79%).

As of December 1, 2019, 6,394 students accrued five or more unexcused absences in a term, resulting in attendance SST referrals. DCPS held SST meetings for 2,901 (45%) of these students, 51 percent of which were held within seven school days of the referral. DCPS is providing on-the-ground supports for schools in implementing our attendance protocol and helping student support teams meet regularly to highlight and respond to student needs. Given the focus on the Continuous Improvement Framework, we are expecting compliance to continue its positive trajectory.



Below is a tally of the root causes of unexcused absences identified by the SSTs:

Barriers/Reason	Percentage
Other*	47.8%
Student Health	16.7%
Academics	10.8%
Transportation	5.3%
Travel	4.4%
Parent Health/Mental Health	3.0%
Crisis	2.7%
Student Mental Health	2.7%
Homeless	2.2%
Safety/Bullying	1.3%
Childcare	1.2%
Runaway	0.8%
Domestic Violence	0.3%
Incarceration	0.3%
Disengagement	0.3%
Parent Substance Abuse	0.2%

*A review of other reasons included more detailed information related to health, homelessness, parentified teen matters, transportation, family emergencies, etc.

Currently, the way in which DCPS SST data is captured in our data system does not allow for an examination of timelines, collection of parental participation in SSTs or capturing of the specific contents of action plans, on an aggregate level. However, DCPS currently conducts randomized sampling to identify and correct practice challenges through its Continuous Improvement Framework.

Q54: Describe in detail DCPS’ programs or interventions to address students’ truancy and increase attendance that were undertaken in SY18-19 and SY 19-20 to date. Please include:

- a. **The number of students each truancy program serves;**
- b. **An account of any progress made in each program/initiative; and**
- c. **Plans to expand truancy prevention programs.**

In our schools, DCPS has seen increased investment from stakeholders and our work continues to show progress in certain areas. Compared to this time last year:

- We continued our focus on accurate daily attendance entry, which remains at 98 percent.
- Our current in-seat attendance is up slightly from 90.8 percent this time last year to 91.1 percent.
- Our rate of chronic absenteeism has dropped to 22.3 percent, compared to 23.7 percent last year at this time. Truancy rate is 8.6 percent, down from 9.3 percent last year at this time.

DCPS recognizes the need to proactively intervene and support our students as this will allow us to effectively identify and impact barriers to attendance. DCPS continues to

actively partner with several external agencies to intensify efforts around this work. DCPS knows that we can best serve our students when we work in partnership with families, communities, external partners, and other DC Government agencies. We appreciate the relationships we have built with our partners in this work, some of which include: Child and Family Services Agency (CFSA), Office of the City Administrator and The Lab @ DC, Office of State Superintendent of Education (OSSE), Harvard University's Proving Ground, Office of the Attorney General (OAG), Show Up, Stand Out (SUSO), Kininvolved, DCPS' Connected School Model, and the Mayor's Every Day Counts! Task Force.

Below are highlights of our key attendance partnerships and new initiatives.

- DCPS is excited to have launched a new partnership with CFSA, which created a specialized social worker unit to quickly identify and investigate cases of education neglect. Members of this unit serve as thought partners for school-based attendance staff at Excel Academy and Moten ES. These social workers support school staff on communication with families and on appropriate interventions for families.
- In partnership with the Deputy Mayor of Education (DME), DCPS is piloting the Kininvolved Attendance Intervention Program that will provide classrooms in three DCPS schools access to KiNVO, a mobile-based platform, which allows for increased two-way communication between teachers and parents around student attendance and promotes parents' awareness of potential attendance supports. To ensure strategic investments, DCPS also partnered with The Lab @ DC in the City Administrator's Office to evaluate and measure the effectiveness of the tool.
- With support from the DC Council, DCPS was awarded a grant from OSSE to support creation of a Community Learning Center (CLC) at Turner Elementary School. The goal of the CLC is to cultivate Turner Elementary into becoming a resource hub for school and community stakeholders. The CLC will work to combat chronic truancy, improve community relations, provide mental health support, and assist with student achievement on the state ELA assessments.
- Through our Connected Schools Model, DCPS is partnering with community organizations and leaders to provide an integrated approach to academics, health and social services, youth and community development, and community engagement to ensure all students, regardless of background or neighborhood, are able to thrive in school and in life. This year, these efforts are led by Connected Schools Managers at Anacostia HS, Ballou HS, Cardozo EC, Eliot-Hine MS, Hart MS, Kelly Miller MS, Kramer MS, Sousa MS, Langley ES, and Moten ES. Examples of new Connected Schools programming include relationship-building home visiting at Anacostia HS and Moten ES, the expansion of afterschool programming through Afterschool Allstars at Kelly Miller MS, and the establishment of peace rooms at Ballou HS.
- As an update on the Harvard University's Proving Ground attendance intervention pilot rolled out last year, which involved sending individualized attendance data letters to a subset of students and families who have a history of absences. The goal of the program was to learn the most effective ways to



communicate absenteeism interventions and to make sure every impacted student receives appropriate outreach. Results of the pilot revealed that personalized letters are in fact, an effective way to reduce absences. Families that received letters comparing individual students to the average rates saw reduced absences by 2.7 percent overall. If we scaled letters up to all students, it is estimated that the total absences would be reduced by over 17,000 instructional days. We know that young people deserve every pathway to success, and that begins when students spend more time in school, and we reduce the barriers that keep them from missing instruction. Based on these results, we have scaled up the intervention for the current school year. In early November, over 19,000 letters were sent to families and the next round of letters are expected to be issued by the first of January and continue every 6-8 weeks thereafter.

- As an expansion of our work with Proving Ground, DCPS is piloting a research-based Postcard Project. This involves the use of targeted post cards to ensure that parents received communication about not only the number of student absences, but also the content missed because of a student's absence. When piloted in other school districts, student absences were reduced by 6 percent. We are currently piloting this project across three clusters. Teachers in those clusters were randomly selected to participate. The chosen classroom staff members complete an individualized postcard for each student who was absent in the previous week. The post card includes the number of absences the student has year-to-date, as well as examples of a lesson or skill that was taught on that day.
- Second year of Comprehensive School Plans: All schools are executing the attendance strategies outlined in the Comprehensive School Plans developed over the summer. As part of this process, schools are required to continue truancy compliance work and execute the specific strategies they have identified to address chronic absenteeism.
- Partnership Between DCPS and Harvard. DCPS is partnering with the Proving Ground team from the Center for Education Policy Research at Harvard University to pilot a communication initiative to address chronic absenteeism within the district. Over the next two years, DCPS will launch several interventions designed to improve student attendance. Currently, a randomized selected group of students and families are receiving periodic messaging, in the form of a letter or email. DCPS is in the planning stage for the design and roll-out of other interventions. Each intervention will be introduced on a limited basis until we sure they work for our students and their families. Once we see measurable impact, we will roll them out more broadly.
- In partnership with the Executive Office of the Mayor, DCPS continues to focus on a unified communications strategy that leverages attendance messages to reach our community, quarterly meeting with DCPS, Charters, local agencies and other stakeholders to determine best practices to encourage better outcomes for our students and find ways for stakeholders to lean in and support attendance efforts, and help secure funding for attendance projects.

One critical facet of the work to improve attendance and reduce truancy is the implementation of program partnerships, which are outlined below:

- The Parent and Adolescent Support Services (PASS) Program, housed within the DC Department of Human Services, works on behalf of some of the city's most disadvantaged and at-risk residents, with the goal of enhancing participating families' ability to work effectively on their own when problems arise. PASS works with youth ages 10-17 who are committing status offenses (skipping school, running away from home, violating curfew, and/or being disobedient), and it operates as a voluntary prevention/intervention program. PASS includes three teams: Intensive Case Management, Functional Family Therapy (FFT) and the PASS Crisis and Stabilization Team (PCAST). The program typically serves over 300 youth and their families per year. PASS works with youth/families an average of six months. PASS employs several evidence-based approaches to support families, including strength-based intensive case management, Functional Family Therapy (in partnership with the Department of Behavioral Health (DBH), and the Transition to Independence Process (TIP) (in partnership with Department of Behavioral Health), a case management system for older youth with emotional and behavioral challenges. In FY19, PASS served 274 youth who received services, such as intensive case management, functional family therapy, crisis stabilization, individual therapy, tutoring, mentoring, and connection to other community-based support systems.
- The Office of Victim Services and Justice Grants (OVSJG) provides funding to community-based organizations (CBOs) to implement truancy reduction programming within DCPS schools through the Show Up, Stand Out (SUSO) program and a high school truancy reduction pilot (HSTRP) which began in FY18. SUSO's mission is to reduce unexcused absences by mitigating barriers to school attendance of children and their families with five or more unexcused absences prior to escalation to Child and Families Services Agency (CFSA) or Child Support Services Division (CSSD). This initiative is designed to reduce chronic absenteeism by supporting schools with a focus on providing services to identified families while fostering student achievement. SUSO has programs at 58 DC Public Schools. In FY19, 3,103 students were referred and 387 were served by SUSO; in FY20, 818 students were referred and 148 were served as of December 5, 2019. DCPS, as part of the Everyday Counts Taskforce!, has leveraged the SUSO program funded by OVSJG, which focuses on intervention in elementary, middle, and high school. In FY19, 410 students were referred to OVSJG and 301 students were engaged. through the following partnerships:



School	Partner
Anacostia High School	Access Youth Inc.
Ballou High School	Access Youth Inc.
Eastern High School	Access Youth Inc.
Phelps Ace High School	Hillcrest Children and Family Center
Roosevelt High School	Latin America Youth Center

At this time, none of our partners have indicated any plans to expand their truancy programming.

Q55: Please provide information on the subsequent reenrollment and truancy patterns of students referred for an SST, or to CFSA or CSSD for SY18-19:

- a. Of the DCPS students referred for a SST meeting in SY17-18, how many reenrolled in DCPS for SY18-19?
 - b. Of the DCPS students who were referred for a SST meeting in SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?
 - c. Of the DCPS students referred to CFSA during SY16-17, how many reenrolled in DCPS for SY18-19?
 - d. Of the DCPS students who were referred to CFSA during SY17-18 and reenrolled, how many were truant again during SY18-19?
 - e. Of the DCPS students referred to CSSD during SY17-18, how many reenrolled in DCPS for SY18-19?
 - f. Of the DCPS students who were referred to CSSD during SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?
 - g. Overall, what percent of DCPS who were reported as truant in SY17-18 were truant again during SY18-19?
 - h. Which grades had the highest truancy repeaters for SY18-19?
- a. Of the DCPS students referred for a SST meeting in SY17-18, how many reenrolled in DCPS for SY18-19?
 - b. Of the DCPS students who were referred for a SST meeting in SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?

	# of DCPS Students	% of DCPS Students
Graduated in SY17-18	836	5%
Did not re-enroll in SY18-19 (excluding graduates)	2300	15%
Re-enrolled in SY18-19	12211	80%
Re-enrolled and truant	7063	58%

- c. Of the DCPS students referred to CFSA during SY17-18, how many reenrolled in DCPS for SY18-19?



- d. Of the DCPS students who were referred to CFSA during SY17-18 and reenrolled, how many were truant again during SY18-19?

	# of DCPS Students	% of DCPS Students
Did not re-enroll in SY17-18 (excluding graduates)	345	15%
Re-enrolled in SY18-19	1911	85%
Re-enrolled and truant	1429	75%

- e. Of the DCPS students referred to CSSD during SY17-18, how many reenrolled in DCPS for SY18-19?

- f. Of the DCPS students who were referred to CSSD during SY17-18 and reenrolled in DCPS the following school year, how many were truant again during SY18-19?

	# of DCPS Students	% of DCPS Students
Graduated in SY17-18	N<10	0%
Did not re-enroll in SY18-19 (excluding graduates)	167	21%
Re-enrolled	621	79%
- Re-enrolled and truant	498	80%

- g. Overall, what percent of DCPS who were reported as truant in SY17-18 were truant again during SY18-19?

	# of DCPS Students	% of DCPS Students
Graduated in SY17-18	975	8%
Did not re-enroll in SY18-19 (excluding graduates)	2056	17%
Re-enrolled in SY18-19	9333	75%
Re-enrolled and truant	6766	72%

- h. Which grades had the highest truancy repeaters for SY18-19?

Re-enrolled and truant in 18-19	
Grade (18-19 grade)	Percentage of Students
9 th	84%
10 th	85%
11 th	83%

Q56: Regarding disciplinary hearings, please provide data quantifying the following for SY18-19:

- The number of disciplinary hearings requested regarding suspensions and expulsions;
- The number of disciplinary hearings that occurred;
- The average number of school days that passed from the underlying disciplinary incident to the hearing;



- d. **The average number of school days from the hearing to the hearing officer's recommendation;**
 - e. **The number and percent of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;**
 - f. **The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student;**
 - g. **The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and,**
 - h. **The number of and percent cases in which the Chancellor or her designee changed the length of discipline from that imposed in the hearing officer's decision, including the average number of days different from the hearing officer's decision, and the direction of the change (longer or shorter).**
- a. **The number of disciplinary hearings requested regarding suspensions and expulsions;**

DCPS entered 141 incidents into SBT with proposed suspension lengths of greater than 10 days, which resulted in hearing requests for suspensions and expulsions. As per Chapter 25, for School Year 2018-2019 any student with a proposed suspension of greater than 10 days is entitled to a hearing.

- b. **The number of disciplinary hearings that occurred;**

A total of 113 unique disciplinary hearings occurred. *The total number of unique disciplinary hearings (113) is the number used to generate percentages below.*

- c. **The average number of school days that passed from the underlying disciplinary incident to the hearing;**

The average number of school days that passed from the underlying disciplinary incident to the hearing was 6.8 school days.

- d. **The average number of school days from the hearing to the hearing officer's recommendation;**

The average number of days from the hearing to the hearing officer's report recommendation was 2.0 days. This metric is currently tracked by the Office of Administrative Hearings and counts total calendar days, not school days.

- e. **The number and percent of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;**

Any student with a disability who receives more than 10 cumulative days of suspension in a school year must have a manifestation determination meeting held prior to a

suspension being approved. Additionally, for School Year 2018-2019 cases were only sent to a hearing if the proposed consequence was greater than 10 days. DCPS data systems require that manifestation meetings be completed prior to a hearing being scheduled. As a result, 100 percent of cases in which a student with disabilities was sent to a hearing had a manifestation determination meeting.

f. The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student:

There were 27 (24%) cases in which the hearing officer dismissed the request to suspend or expel a student. In addition, there were also 18 voluntary dismissals (16%) made prior to the hearing officer making a ruling.

g. The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and

There were 9 cases (8%) in which the hearing officer modified the tier of the request to suspend or expel a student.

There were 9 cases (8%) in which the hearing officer modified the tier of the request to suspend or expel a student.

h. The number of and percent cases in which the Chancellor or his designee changed the length of discipline from that imposed in the hearing officer’s decision, including the average number of days different from the hearing officer’s decision, and the direction of the change (longer or shorter).

	Count of Finding of Facts	Total Days Change	Avg Days Changed
Days Increased	<10	<10	<10
Days Reduced	26	-129	-4.96

	Approved	Denied	Withdrawn
No Change	74	<10	
Days Increased	<10		
Days Reduced	26	<10	
Suspensions Denied by Instructional Supt.		28	<10

Q57: For SY18-19 and SY19-20 to date, please provide a narrative on the work DCPS has done to support restorative justice programs and list the schools that have implemented restorative justice programs along with what extent have they been implemented.

During the 18-19 SY, DCPS collaborated with the International Institute of Restorative Practices (IIRP) to provide training to 50 school based behavioral staff (Behavior Techs,



Deans, Social Workers) on how to use community building circles. Also, through our partnership with Restorative DC, the central office SEL-School Culture Team has participated in several Community of Practice (CoP) workshops to build capacity around utilizing restorative practices in support of local schools.

Restorative Practices Training SY 18-19	
Youth Families In Crisis (YFIC) Training	Schools Trained
Trained trainers in 5-day response circles certified by YFIC	Thomas ES Ballou HS Takoma EC
5-day responsive circle certified by YFIC	Brent ES, Tubman ES, Powell ES, Sousa MS, Truesdale EC, Wheatley EC, Miner ES, Kramer MS, Patterson ES, Brightwood EC, Roosevelt SHS, Whitter EC, Hardy MS, Garrison ES, MacFarland MS
2-day community building circle facilitators certified by YFIC	Aiton ES, Amidon, ES Cleveland ES, Coolidge HS, Eliot-Hine MS, Hendley ES, Houston ES, Langley ES, Moten ES, Turner ES, CW Harris ES, Dorothy Height ES, Cooke, IYP, Nalle ES, Kimball ES, Wells MS, Boone ES, Raymond ES, RSTAY, Wilson HS

During the 19-20 SY, DCPS invested in the growth of restorative practices by hiring two Restorative Practice Specialists. One specialist has been assigned to support elementary schools and the other has been assigned to support secondary schools. The central office Restorative Practices team, inclusive of one manager and two specialists provide professional learning opportunities for central office staff and school-based behavior teams on how to use proactive and community building circles.

DCPS Schools receiving technical assistance support from Restorative DC to implement Restorative Practices Programming	
Aiton ES	2019-2020 SY
Anacostia HS	2018-2020 (2 years)
Boone ES	2018-2020 (2 years)
Brightwood EC	2019-2020 SY
Browne EC	2019-2020 SY
Burroughs ES	2019-2020 SY
Columbia Heights EC	2016 – 2020 (4 years)
Deal MS	2019-2020 SY
Dorothy Height ES	2019-2020 SY
Dunbar HS	2019-2020 SY
Excel Academy EC	2019-2020 SY
Johnson MS	2019-2020 SY
Kelly Miller MS	2016-2020 SY
Langdon ES	2019-2020 SY
LaSalle-Backus EC	2019-2020 SY
Miner ES	2018-2020 (2 years)
Nalle ES	2019-2020 SY
Powell ES	2019-2020 SY
Roosevelt STAY HS	2019-2020 SY

DCPS Schools receiving technical assistance support from Restorative DC to implement Restorative Practices Programming	
School Without Walls @ Francis Stevens MS	2019-2020 SY
Stuart-Hobson MS	2018-2020 (2 years)
Thomas ES	2019-2020 SY
Walker-Jones EC	2018-2010 (years)
Washington Metropolitan HS	2019-2020 SY
Wheatley EC	2018-2020 (2 years)

Specialized Instruction

Q58: How many Head Start Schoolwide Model classrooms did DCPS operate in SY18-19 and SY19-20 to date? Please identify the total number of Head Start eligible children the program served in SY18-19 and SY19-20 to date.

Since the inception of the Head Start School-Wide Model (HSSWM) in 2010, DCPS has operated Head Start classrooms in all DCPS Title 1 schools. During the 2017-2018 school year, DCPS operated 314 HSSWM classrooms and served 2,636 Head Start eligible children in those classrooms. In School Year 2018-2019, DCPS operated 326 HSSWM classrooms, serving 2,782 Head Start eligible children in those classrooms. At present, DCPS operates 341 HSSWM classrooms, serving 2,537 Head Start eligible children.

Q59: Provide an update on DCPS' public/private partnerships to provide special education services during SY18-19 and SY19-20 to date.

DCPS has several public/private partnerships to support the educational and career success of students with disabilities.

Secondary Transition

During School Year 2018-2019 and current School Year 2019-2020 to date, DCPS' Division of Specialized Instruction (DSI) has continued its partnership with both private organizations and public agencies to provide secondary transition services to transition-aged (14-22 years old) middle and high school students with disabilities. These partnerships include Hilton Hotels – Project SEARCH, Marriott Bridges School to Work, Veterans Administration Hospital, SchoolTalk, and the Department on Disability Services (DDS) Rehabilitation Services Administration (RSA). Collaboration with these partners offers a wide range of services to DCPS students with a focus on post-secondary education, employment, and independent living.

- Project SEARCH – Hilton Capital Area Region is a “school-to-work” transition program offered through a partnership between DC Public Schools, DC Rehabilitation Services Administration (RSA), Hilton Worldwide and SEEC (Seeking Equality, Empowerment & Community, a vendor secured by RSA that provides employment supports for Project SEARCH students). The one-year program, which features full immersion in a workplace setting, is designed to prepare DCPS adult students with intellectual and other developmental

disabilities for competitive employment. Project SEARCH interns receive daily instruction in employability skills and gain hands-on work experiences by rotating among three 10-week unique paid internships at one of five Hilton Worldwide host site locations within the District. The goal for each student is competitive, integrated employment by the end of the experience.

- Veteran Affairs Medical Center partners with DCPS' Division of Specialized Instruction (DSI) as a workforce development site for the Workforce Development Center. This partnership offers DCPS students with intellectual and developmental disabilities career related exposure to hospital jobs and the opportunity to develop skills for jobs of interest. This partnership is in collaboration with the River Terrace Education Campus Workforce Development Center which provides work readiness training for students pursuing an IEP Certificate of Completion.
- During School Year 2018-2019, DCPS Division of Specialized Instruction (DSI) partnered with SchoolTalk's DC Youth Leadership Network (DCYLN) to facilitate transition workshops on self-determination and self-advocacy for middle school 8th grade students with intellectual and developmental disabilities. This partnership was established in response to the changes in District of Columbia special education law requiring transition planning and services to begin for students as young as 14 years old. Through this partnership 8th grade middle school students at Kelly Miller MS, McKinley Tech MS, and Cardozo EC received training on self-advocacy skills to support their transition into high school. Additionally, through our relationship with SchoolTalk the DSI transition team developed an ESY Transition Academy to allow 8th grade students to work on transition skills over the summer.
- During School Year 2018-2019, the Marriott Bridges (MB) School to Work program provided support to DCPS in placing students with disabilities, who are pursuing a diploma, in competitive employment careers aligned to the postsecondary goal for employment on their individualized education program (IEP) during the academic year. Additional transition services offered by MB included career development, job placement and employment retention services, worksite supports for students, and assistance with travel training.
- The DSI Transition Team works collaboratively with DDS/RSA to deliver pre-employment transition services (Pre-ETS) to transition age middle and high school students with disabilities. These services include job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs at institutions of higher education, workplace readiness training, and instruction in self-advocacy. The goal of DCPS' partnership with RSA is to improve postsecondary outcomes for students with disabilities, including improved outcomes in the number of students who participate in training, post-secondary education or employment following exit from secondary education.

Special Education Leadership Training

During School Year 2018-2019 and the current School Year 2019-2020 to date, DCPS' Division of Specialized Instruction (DSI) has continued its partnership with Relay Graduate School of Education to provide training for school-based leaders in select local school sites. This partnership allows DCPS in collaboration with Relay GSE to provide a cohort of select staff members training in the areas of planning for a school-wide inclusive community, change management, and coaching both general and special education teachers on the provision of specially designed instruction.

Q60: How many students transitioned from a nonpublic school to a DCPS school in SY18-19 and SY19-20?

DCPS continues to improve our continuum of services and increase program options for students with disabilities, which reduces the need for non-public placements. Fewer than 10 students returned to DCPS in School Year 2017-2018 and School Year 2018-2019. In addition to participating in decisions to return students to DCPS schools, DCPS also supports students in graduating with either a diploma or certification of IEP completion.

School Year	Students Graduating with a Diploma	Students Graduating with a Certificate of IEP completion
SY17-18	63	17
SY18-19	28	11

Q61: For SY14-15, SY15-16, SY16-17, SY17-18, and SY18-19, please provide the following graduation information for students with IEPs, broken down by: school, level of "LRE" (A, B, C, or separate school), and by disability classification:

- a. The number and percent of students who graduated with a diploma in 4 years;
- b. The number and percent of students who graduated with a diploma in 5 years;
- c. The number and percent of students who graduated with a diploma in 6 years;
- d. The number and percent of students who exited high school with a certificate of completion; and
- e. Please also provide the data about post-secondary outcomes for these students.

Please see **Q61 Attachment_Graduation and Sped data.**

Q62: Describe the initiatives and policy changes the agency made in SY18-19 and SY19-20 to date to move DCPS' special education services from a compliance driven focus to an outcome driven focus. Please also describe how these changes impacted student learning.

DCPS's ultimate goal is to ensure all students make academic progress and receive an education that prepares them for college and career. To this end, DCPS has placed

special emphasis on program quality and student achievement over the past several years and is currently turning the focus toward dynamic instruction in inclusive environments and engaging families in their students' education.

- Total students enrolled in DCPS local schools in School Year 2018-2019: 49,056
- Total students enrolled in DCPS local schools with IEPs in School Year 2018-2019: 7,235 (or 15 percent of total enrollment)
 - Least Restrictive Environment (LRE) A: 4,486 (or 62 percent of Students with IEPs enrollment)
 - LRE B: 1,120 (or 15 percent of Students with IEPs enrollment)
 - LRE C: 1,498 (or 21 percent of Students with IEPs enrollment)
 - Separate School: 131 (or 2 percent of Students with IEPs enrollment)

DCPS provides a full continuum of services for students with disabilities, including but not limited to general and special education consultation and co-planning, co-teaching, research-based literacy and math interventions inside and outside of general education and self-contained, city-wide programs. We provide special education teachers access to core content professional development through LEAP and offer general education teachers access to specially designed instruction and Universal Design for Learning (UDL) through optional LEAP seminars and PD day sessions. Our goal is to strengthen the instruction and environments in LRE A and B to ensure that students are served in the least restrictive environment.

When students' IEP teams determine that a more restrictive environment is needed, the following options are available. Students in these classrooms have access to research-based interventions and strategies based on their age and needs, including: Edmark, Failure Free Reading, Foundations, Leveled Literacy Intervention (LLI), Reading A to Z, Spell Read, Do the Math Now, VB-MAPP, and Applied Behavioral Analysis (ABA).

Program Type	Grade Band	Primary Disabilities Served	Student: Teacher Ratio	Support Staff	Academic Curriculum
Behavior & Education Support (BES)	1 to 3	Emotional Disturbance, Multiple Disabilities, or Other Health Impairment	10:1	1 Paraprofessional 1 Behavior Tech	DCPS Scope and Sequence with accommodations
Behavior & Education Support (BES)	3 to 5	Emotional Disturbance, Multiple Disabilities, or Other Health Impairment	10:1	1 Paraprofessional 1 Behavior Tech	DCPS Scope and Sequence with accommodations
Behavior & Education Support (BES)	MS	Emotional Disturbance, Multiple	10:1	1 Paraprofessional 1 Behavior Tech	DCPS Scope and Sequence with accommodations



Program Type	Grade Band	Primary Disabilities Served	Student: Teacher Ratio	Support Staff	Academic Curriculum
		Disabilities, or Other Health Impairment			
Behavior & Education Support (BES)	HS	Emotional Disturbance, Multiple Disabilities, or Other Health Impairment	12:1	1 Paraprofessional 1 Behavior Tech	DCPS Scope and Sequence with accommodations
Early Childhood Communication & Education Support (ECCES)	PS/PK	Autism Spectrum Disorder or Developmental Delay	6:1	2 Paraprofessionals	STAR Autism
Communication & Education Support (CES)	K to 2	Autism Spectrum Disorder or Developmental Delay	8:1	2 Paraprofessionals	Modified DCPS Scope and Sequence
Communication & Education Support (CES)	3 to 5	Autism Spectrum Disorder	8:1	2 Paraprofessionals	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Communication & Education Support (CES)	MS	Autism Spectrum Disorder	8:1	2 Paraprofessionals	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Communication & Education Support (CES)	HS	Autism Spectrum Disorder	8:1	2 Paraprofessionals	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Early Learning Support (ELS)	PS/PK	Developmental Delay and Other Health Impairment	10:1	1 Paraprofessional	Creative Curriculum or Tools of the Mind
Early Learning Support (ELS)	K to 2	Developmental Delay and Other Health Impairment	10:1	1 Paraprofessional	DCPS Scope and Sequence with accommodations

Program Type	Grade Band	Primary Disabilities Served	Student: Teacher Ratio	Support Staff	Academic Curriculum
Independence & Learning Support (ILS)	3 to 5	Intellectual Disability and Other Health Impairment	10:1	1 Paraprofessional	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Independence & Learning Support (ILS)	MS	Intellectual Disability and Other Health Impairment	10:1	1 Paraprofessional	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Independence & Learning Support (ILS)	HS	Intellectual Disability and Other Health Impairment	10:1	1 Paraprofessional	Modified DCPS Scope and Sequence, supplemented by Attainment Core Content Solutions
Specific Learning Support (SLS)	3 to 5	Specific Learning Disability and Other Health Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence with accommodations, Unstuck and On Target implemented for executive functioning skills.
Specific Learning Support (SLS)	MS	Specific Learning Disability and Other Health Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence with accommodations
Specific Learning Support (SLS)	HS	Specific Learning Disability and Other Health Impairment	15:1	1 Paraprofessional	DCPS Scope and Sequence with accommodations
Medical & Education Support (MES)	PS/PK	Multiple Disabilities and Other Health Impairment	8:1	1 Paraprofessional and 1 Nurse	Modified Creative Curriculum or Modified Tools of the Mind depending on school
Medical & Education Support (MES)	K to 2	Multiple Disabilities and Other Health Impairment	8:1	1 Paraprofessional and 1 Nurse	Modified and adapted DCPS Scope and Sequence



Program Type	Grade Band	Primary Disabilities Served	Student: Teacher Ratio	Support Staff	Academic Curriculum
Sensory Support - Hearing (SS)	PS/PK	Deafness and Hearing Impairment	12:1	1 Paraprofessional	Creative Curriculum or Tools of the Mind
Sensory Support - Hearing (SS)	K to 2	Deafness and Hearing Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence
Sensory Support - Hearing (SS)	3 to 5	Deafness and Hearing Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence
Sensory Support - Hearing (SS)	MS	Deafness and Hearing Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence
Sensory Support - Hearing (SS)	HS	Deafness and Hearing Impairment	12:1	1 Paraprofessional	DCPS Scope and Sequence
Communication & Education Support – Autism Level 1 & 2 Inclusion (ASD 1 & 2 Inclusion)	K to 2	Autism Spectrum Disorder or Developmental Delay	8:1	2 Paraprofessionals	DCPS Scope and Sequence
Communication & Education Support - Autism Level 1 & 2 Inclusion (ASD 1 & 2 Inclusion)	2 to 4	Autism Spectrum Disorder or Developmental Delay	8:1	2 Paraprofessionals	DCPS Scope and Sequence
Communication & Education Support - Autism Level 1 & 2 Inclusion (ASD 1 & 2 Inclusion)	MS	Autism Spectrum Disorder	8:1	2 Paraprofessionals	DCPS Scope and Sequence
Communication & Education Support - Autism Level 1 & 2 Full-time (ASD 1 & 2 Full-time)	3 to 5	Autism Spectrum Disorder or Developmental Delay	8:1	2 Paraprofessionals	DCPS Scope and Sequence
Communication & Education Support - Autism Level 1 & 2 Full-time (ASD 1 & 2 Full-time)	6 to 8	Autism Spectrum Disorder	8:1	2 Paraprofessionals	DCPS Scope and Sequence

DSI has strengthened existing and initiated several new bodies of work to help advance academic progress and DCPS' goals: increasing academic achievement, including more students, involving families in their children's success, and preparing students for college or the workforce.

We have deployed a team of specialists to **provide job-embedded professional development** to teachers and staff in full-time, self-contained programs for students with the most complex needs. In addition to supporting classroom staff with strategies to increase communication, decrease challenging behaviors, and promote safe learning environments, these specialists also support teachers in providing Common Core-aligned instruction to increase student achievement.

In SY18-19, the Special Education Inclusion Team prioritized collaboration with District content teams to **build accommodations and modifications into the existing curricula** and ensure that principles of Universal Design for Learning (UDL) were applied in the development of new curricula so that students with disabilities served inside and outside of general education have meaningful tools built into the instructional design. We invested in Tier III interventions for both literacy and math to diversify options for remediation and targeted support.

In SY19-20, the Special Education Inclusion Team was restructured to provide more direct support to schools. Five Managers of Inclusion are chiefly responsible for supporting instructional superintendents in **building local school capacity** to serve students with disabilities in the least restrictive environment, with maximum access to grade level content. Specifically, their core work falls under three key categories:

- a. Providing schools with guidance on building capacity for successful instructional delivery across the continuum and in respective content areas utilizing inclusive best practices
- b. Providing school leader and/or content lead professional development and coaching support on inclusive best practices; and
- c. Providing support in developing Comprehensive School Plans that address specific needs for students with disabilities.

We have created an early childhood mobile assessment team consisting of occupational therapists, physical therapists, speech-language pathologists, school psychologists and social workers to support elementary schools and educational campuses in the identification and special education eligibility determination for 3- to 5-year-old DCPS enrolled students.

DCPS expanded co-teaching models in River Terrace EC school and workforce development program to ensure generalization of communication, fine-motor, and gross-motor skills in the academic setting and on job sites.

We added another class of **emerging leaders in the ASPIRE program** for managers and directors of specialized instruction. This program coordinates with other DCPS leadership programs to ensure principals have a quality administrator to lead both

compliance and instruction for students with disabilities. In School Year 2019-2020, we are continuing to have new ASPIRE leaders participate in the Relay Graduate School of Education's Special Education Leadership Academy, which trains cohort members to become effective leaders of instruction and inclusion for students with disabilities.

DCPS allocated **additional student-serving positions** in targeted schools to improve outcomes for students with disabilities. DCPS funded additional literacy positions in eight schools with high populations of students in grades PK-2 in Early Learning Support (ELS) programs in order to accelerate student literacy. These literacy teachers provide additional reading intervention support, analyze student data, facilitate small-group instruction, and provide professional learning and collaborative opportunities to other teachers and staff members. DCPS also funded board certified behavior analyst (BCBA) positions in schools with a high volume of students on the autism spectrum. These BCBA's support students and staff by conducting social skills groups, implementing executive functioning curriculum, conducting functional behavioral assessments, implementing behavior plans, and supporting teachers in engineering the educational environment for students on the autism spectrum.

DCPS continued the **Non-Public Cross Enrollment Initiative**. The Initiative was open to students in all grade levels and allowed students who were placed in non-public school placements the opportunity to return to their local DCPS school on a partial basis, which should eventually lead to students returning on a full-time basis. Participants in the initiative attend both the non-public school and DCPS school. Individual IEP teams determined student readiness to participate in the Non-Public Cross Enrollment Initiative based on their academic, behavioral and social emotional progress.

During School Year 2018-2019, DCPS Division of Specialized Instruction Secondary Transition Team partnered with SchoolTalk to facilitate **self-advocacy workshops** for middle school students ages 13-14 to support their transition to high school. Per the Enhanced Special Education Services Amendment Act of 2014, for children attending middle school, at least one IEP goal must address readiness for and transition to high school. DCPS provided the SchoolTalk self-advocacy workshops to 8th grade students with intellectual disabilities at Kelly Miller MS, McKinley Tech MS, and Cardozo Education Campus. Additionally, the self-advocacy workshops were delivered during the summer in the ESY program to rising 9th grade students with intellectual disabilities. The workshop curriculum included a capstone project which allowed each participant to demonstrate their growth towards the development of self-advocacy and self-determination skills.

Q63: Please list which schools have special education coordinators during SY18-19 and SY19-20 to date. Please also indicate which schools have a shared special education coordinator.

DCPS offers a variety of positions schools may use when managing their Special Education departments. Schools budget for, hire, and manage their chosen special education positions. Both the Special Education Coordinator position and the TLI: Teacher Leader – Special Education position have been used by schools to steer their

special education departments. In addition to these positions, in order to meet the needs of different schools and student populations, DCPS also offers special education leadership positions, which include: Director, Specialized Instruction (DSI), and Manager, Specialized Instruction. DCPS ensures each school has identified an LEA representative designee for purposes of special education.

Special education leadership positions (DSIs and MSIs) are supported through a training and networking cohort, known as the ASPIRE program, which partners with the RELAY Graduate School of Education, Special Education Leadership Academy (SELA). The program works to develop special education leaders through compliance, high-quality specialized instruction and family engagement. ASPIRE leaders manage the overall special education programming of the school.

Director of Specialized Instruction (DSI); Manager of Specialized Instruction (MSI): The Director of Specialized Instruction (DSI) is recommended for schools with over 100 students with IEPs, and the Manager of Specialized Instruction (MSI) is recommended for schools with fewer than 100 students with IEPs. The DSIs/MSIs manage special education logistics and compliance, while leading the implementation of specially designed instruction and related services in their building, i.e., co-planning and co-teaching, universal design for learning (UDL), and other inclusive practices. DSI and MSI positions apply through the Division of Specialized Instruction. The general responsibilities of these leadership positions include:

- a. Ensuring special education teachers are meaningfully engaged in content-level co-planning, using student data to develop lessons that are aligned to the Common Core State Standards and appropriately modified and accommodated to meet the needs of individual students;
- b. Completing regular observation and feedback of teachers and paraprofessionals on the implementation of lesson plans;
- c. Overseeing IEP and assessment quality, timeliness and compliance by supporting case managers to effectively manage their caseloads; and
- d. Leading the special education team in building cohesive and trusting relationships with families.

The table below details the special education coordination/leader positions in School Year 2018-2019 and School Year 2019-2020.

School Name	School Year 2018 – 2019				School Year 2019 - 2020				
	Assistant Principal - Special Education (FTEs)	Coordinator - Special Education (FTEs)	Director - Specialized Instruction (FTEs)	Manager - Specialized Instruction (FTEs)	Assistant Principal - Special Education (FTEs)	Coordinator - Special Education (FTEs)	Director - Specialized Instruction (FTEs)	Manager - Specialized Instruction (FTEs)	TLI Teacher Leader - Special Education
Aiton ES				1				1	
Amidon-Bowen ES		1				1			
Anacostia HS		1							1



Ballou HS	1								
Beers ES				1				1	
Bruce-Monroe ES		1				1			
Burroughs ES		0.5							
Burrville ES				0.5					
C.W. Harris ES						1			
Cardozo EC			1				1		
Cleveland ES		1				1			
Columbia Heights EC (CHEC)						1			
Coolidge HS		1				1			
Deal MS		1				1			
Dorothy Height ES		1				1			
Drew ES		0.5				0.5			
Dunbar HS		1							
Eastern HS			1			1			1
Eaton ES						1			
Ellington School of the Arts									
Excel Academy		1				1			
H.D. Cooke ES						1			
Hearst ES									1
Hendley ES									
Ida B. Wells MS									1
J.O. Wilson ES									1
Jefferson Middle School Academy									1
Johnson, John Hayden MS						1			
Kelly Miller MS				1		1			
Ketcham ES									
Kimball ES						0.5			1
Lafayette ES				1				1	
Langley ES			1			1			
Luke Moore Alternative HS								1	



MacFarland MS								1	
Marie Reed ES				1				1	
Murch ES				1				1	
Patterson ES		1				1			
Payne ES								1	
Plummer ES		0.5				0.5			
Powell ES		1				1			
River Terrace EC		1				1			
Roosevelt HS							1		1
Roosevelt STAY			1				1		
Savoy ES		0.5							
School Without Walls @ Francis-Stevens	1								
Stanton ES				1				1	
Stuart-Hobson MS									1
Thomas ES		1						1	
Walker-Jones EC			1				1		
Washington Metropolitan HS		1							
Watkins ES (Capitol Hill Cluster)									
West EC									1
Wheatley EC			1				1		
Whittier EC									1
Woodrow Wilson HS						1			
Woodson, H.D. HS		1						1	
Youth Services Center		1				1			
Total	2	18	6	7.5	0	21.5	5	11	11

Please note that from School Year 2018-2019 to School Year 2019-2020, schools generally maintained their investment in special education leadership positions. Not counting teacher leader (TLI) positions, fewer than 20 schools adjusted their investment; 11 schools invested in new positions, while eight schools reduced their investment (an additional five schools changed the type of position in which they invested).

Q64: Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY18-19.

The table below shows the percentage of special education eligibility determinations that were completed timely, the percentage of IEPs that were completed timely, and the percentage of prescribed related service minutes that were delivered for School Year 2018-2019. Eligibility and IEP timeliness rates reflect all cases included as part of the IMPACT evaluation. The related service rate reflects services during the traditional school year (not ESY), and includes the following: Audiology, Behavioral Support Services, Occupational Therapy, Orientation and Mobility, Physical Therapy, and Speech-Language Pathology. The service delivery rate is based on the school in which students were enrolled at the time of service.

School Name	Eligibility Timeliness	IEP Timeliness	Service Delivery
Aiton ES	N<10	100%	43%
Amidon-Bowen ES	100%	100%	83%
Anacostia HS	100%	96%	72%
Ballou HS	100%	99%	58%
Ballou STAY HS	100%	100%	38%
Bancroft ES	100%	100%	78%
Barnard ES	100%	100%	83%
Beers ES	100%	100%	82%
Benjamin Banneker HS	N/A	N/A	N/A
Boone ES	100%	100%	109%
Brent ES	100%	100%	85%
Brightwood EC	100%	99%	69%
Brookland MS	92%	83%	45%
Browne EC	100%	100%	61%
Bruce-Monroe ES @ Park View	100%	100%	87%
Bunker Hill ES	N<10	100%	84%
Burroughs ES	100%	100%	76%
Burrville ES	100%	93%	30%
C.W. Harris ES	100%	100%	75%
Capitol Hill Montessori School @ Logan	N<10	100%	71%
Cardozo EC	98%	100%	75%
Cleveland ES	100%	98%	66%
Columbia Heights EC (CHEC)	100%	100%	81%
Coolidge HS	100%	100%	98%
Deal MS	100%	98%	61%
Dorothy I. Height ES	100%	100%	77%
Drew ES	100%	100%	75%
Duke Ellington School of the Arts	100%	100%	81%
Dunbar HS	100%	100%	46%



School Name	Eligibility Timeliness	IEP Timeliness	Service Delivery
Eastern HS	100%	100%	60%
Eaton ES	100%	100%	71%
Eliot-Hine MS	100%	98%	63%
Excel Academy	100%	98%	83%
Garfield ES	100%	100%	87%
Garrison ES	100%	100%	50%
H.D. Cooke ES	100%	100%	73%
Hardy MS	100%	100%	74%
Hart MS	97%	99%	81%
Hearst ES	100%	100%	83%
Hendley ES	100%	100%	77%
Houston ES	100%	97%	55%
Hyde-Addison ES	100%	100%	35%
Inspiring Youth Program	N<10	N<10	39%
J.O. Wilson ES	100%	100%	74%
Janney ES	100%	100%	73%
Jefferson Middle School Academy	100%	100%	83%
Johnson, John Hayden MS	N<10	100%	55%
Kelly Miller MS	100%	100%	67%
Ketcham ES	100%	100%	76%
Key ES	100%	100%	60%
Kimball ES	100%	100%	72%
King, M.L. ES	N<10	93%	65%
Kramer MS	100%	100%	66%
Lafayette ES	100%	98%	84%
Langdon ES	100%	100%	87%
Langley ES	100%	100%	81%
LaSalle-Backus EC	N<10	100%	83%
Leckie EC	N<10	98%	74%
Ludlow-Taylor ES	100%	100%	79%
Luke C. Moore HS	93%	100%	25%
MacFarland MS	N<10	100%	72%
Malcolm X ES @ Green	100%	97%	78%
Mann ES	N<10	100%	86%
Marie Reed ES	100%	100%	61%
Maury ES	N<10	100%	63%
McKinley MS	100%	100%	73%
McKinley Technology HS	N<10	100%	85%
Miner ES	100%	96%	41%
Moten ES	N<10	90%	45%
Murch ES	100%	100%	84%
Nalle ES	96%	100%	31%
Noyes ES	100%	100%	83%
Oyster-Adams Bilingual School	100%	100%	66%
Patterson ES	100%	100%	93%



School Name	Eligibility Timeliness	IEP Timeliness	Service Delivery
Payne ES	97%	100%	71%
Peabody ES (Capitol Hill Cluster)	N<10	N<10	66%
Phelps Architecture, Construction and Engineering HS	N<10	100%	54%
Plummer ES	100%	100%	85%
Powell ES	100%	100%	77%
Randle Highlands ES	100%	95%	65%
Raymond EC	100%	100%	75%
River Terrace EC	100%	100%	77%
Ron Brown College Preparatory High School	100%	99%	44%
Roosevelt HS	100%	97%	57%
Roosevelt STAY HS	100%	100%	28%
Ross ES	N<10	N<10	65%
Savoy ES	100%	100%	46%
School Without Walls @ Francis-Stevens	100%	100%	75%
School Without Walls HS	N/A	N/A	N/A
School-Within-School @ Goding	100%	98%	72%
Seaton ES	100%	100%	80%
Shepherd ES	N<10	92%	46%
Simon ES	100%	100%	62%
Smothers ES	100%	98%	79%
Sousa MS	100%	95%	61%
Stanton ES	100%	97%	57%
Stoddert ES	100%	100%	58%
Stuart-Hobson MS (Capitol Hill Cluster)	100%	100%	82%
Takoma EC	100%	100%	60%
Thomas ES	100%	100%	72%
Thomson ES	100%	100%	76%
Truesdell EC	100%	100%	102%
Tubman ES	100%	100%	71%
Turner ES	100%	98%	72%
Tyler ES	100%	100%	73%
Van Ness ES	100%	100%	81%
Walker-Jones EC	100%	100%	68%
Washington Metropolitan HS	100%	100%	32%
Watkins ES (Capitol Hill Cluster)	100%	100%	89%
West EC	100%	100%	75%
Wheatley EC	100%	100%	74%
Whittier EC	100%	100%	67%
Woodrow Wilson HS	N<10	100%	61%
Woodson, H.D. HS	100%	99%	57%
Youth Services Center	N<10	83%	65%

DCPS is committed to dramatically improving related service delivery rates. For School Year 2019-2020, DCPS is providing regular, timely and actionable data to providers. In addition, related services program managers are tasked with identifying solutions to service delivery barriers.

The following table shows service delivery rates broken down by discipline for School Year 2018-2019.

Service	% Delivered
Audiology	84.1%
Occupational Therapy	77.2%
Physical Therapy	70.2%
Speech-Language Pathology	69.9%
Orientation and Mobility	67.0%
Behavioral Support Services	64.4%
Total	69.8%

Q65: With respect to 504 plans: Please outline DCPS’ §504 grievance process, including key participants in the process. Please provide data for the total number of 504 grievances filed during SY17-18, SY18-19, and SY19-20 to date, and for each year please identify how many of those grievances were related to eligibility, how many were related to failure to implement the 504 plan, and how many were related to concerns about the quality of the 504 plan. For each year, please provide general data of grievance outcomes.

If a parent/guardian, student, or school visitor believes that they have been subjected to discrimination related to a disability or have a complaint related to the Section 504 process, they may file a grievance. The DCPS Resolution Team will alert the Central Office Section 504 and Student Accommodations Team and the school-based grievance point of contact. The Central Office Section 504 and Student Accommodations Team will connect with the school-based 504 coordinator in order to ensure that the coordinator is supported in responding to the complaint. A 504 meeting will be organized in order to address the concern. The school-based 504 coordinator should complete the regular documentation in Accelify, the database of record for the DCPS 504 program. The school-based grievance point of contact will complete the required documentation for the grievance process. The requested 504 grievance data is not available because of small n-sizes.

Q66: How does DCPS’ Central Office monitor §504 compliance? The answer should include, but not be limited to, the following information:

- How many DCPS staff monitor 504 planning full-time? Part-time? What are their names and titles?**
- How often does Central Office review each 504 plan?**
- Who is responsible for overseeing 504 plan development on the school level? How many schools have 504 coordinators? Does funding for a 504 coordinator come from Central Office or the school? What specialized training do DCPS’ 504**

staff receive that is different from training provided broadly to administrators and broadly to teachers?

- d. Please also provide any written internal policies, processes, guidance, or procedures about Section 504.**

The Central Office Section 504 and Student Accommodations Team (504 Team) works to ensure that the approximately 1,400 DCPS students eligible under Section 504 have equal access to the general education curriculum and other educational activities in the school setting. The 504 Team is composed of two full time employees, who both collaborate to monitor Section 504 compliance and support schools' Section 504 implementation.

Compliance is tracked by reports generated in Accelify, the database of record for all 504 documentation. The 504 Team then sends targeted emails to the school-based 504 coordinators at each school with a compliance rate of less than 100 percent to flag 504 meetings that must be held or 504 documentation that must be updated. At the end of each month, the 504 Team calls the school-based 504 coordinators at each school with less than the target compliance and timeliness metrics to offer support and answer any outstanding questions.

In accordance with federal law, school-based 504 teams individualize each 504 plan to the specific student, their disability, and its manifestation in the specific school environment and the Central Office 504 team provides support and guidance when appropriate. School-based 504 coordinators review plans annually and address 504 eligibility every three years. School-based 504 coordinators and multi-disciplinary teams are best suited to review 504 Plans as they are the experts on students' individual needs in the school setting. The Central Office 504 Team regularly attends 504 meetings to support the school-based team when additional support is necessary.

Each DCPS school has at least one 504 coordinator designated by the school principal. The school-based 504 coordinator is a non-compensated role that is most often designated to a non-instructional staff member in the building, such as a school social worker, school psychologist, school counselor, or assistant principal. For schools with large populations of students with 504 plans, the principal may split the responsibility between two or more staff members. Currently, approximately 180 school staff are designated to serve as 504 coordinators across DCPS schools.

All newly designated school-based 504 coordinators attend an introduction to Section 504 training session held by the 504 Team. This introductory session provides an overview of the law, DCPS 504 policies and processes, and Accelify. For coordinators who are unable to attend one of the introduction sessions or who are designated after these sessions are held, a member of the 504 Team provides one-on-one training at the coordinator's school. Each year, the 504 Team also leads four rounds of PD conferences for school-based 504 coordinators, which go into greater depth on a variety of 504-related topics, such as supporting students with severe food allergies or different mental health impairments.

Please see **Q66 Attachment_SY19-20 List of 504 Coordinators**

Q67: For each DCPS school other than River Terrace, please list the following information for SY18-19 and SY19-20 to date:

- a. **Number of related service providers assigned to the school, by discipline (if a related service provider serves more than one school, please indicate the number of hours they have available to serve the school);**
- b. **Caseload of related service providers assigned to the school, by discipline;**
- c. **Number of special education teachers assigned to the school;**
- d. **Physical resources to support special education students (e.g., occupational therapy rooms, de-escalation spaces, hydrotherapy rooms, etc.);**
- e. **Whether the school is wheelchair-accessible; and**
- f. **Number of inclusion teachers allocated to each school.**

DCPS allocates related service providers to schools based on the needs of the students in the school. DCPS has a cadre of related service providers that provide itinerant services when the school population does not warrant the allocation of a full-time staff member. Social workers and school psychologists are allocated through the school budget process. Occupational therapists, orientation and mobility specialists, audiologists, speech-language pathologists, and physical therapists are funded centrally and float between schools based on need. A complete list of related service providers by school can be found in **Q67 Attachment_FY19 Related Service Providers by School**.

Q68: For SY18-19 and SY19-20 to date, please provide the number of students who have Individualized Education Plans (IEPs) in DCPS in each of the following categories: (a) Students attending DCPS, (b) Students attending charter schools for which DCPS is the LEA, (c) Students attending non-public programs whose LEA is DCPS, and (d) Students attending residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.

	School Year 2018-2019	School Year 2019-2020
DCPS	7235	7863
Dependent Charter	249	249
Non-Public	407	373
Residential	21	31
Private / Religious	78	79

*Available after OSSE’s release of audited enrollment.

Q69: How many DCPS students currently have 504 plans? Please break down the numbers by grade level and school.

There are currently 1,342 students in DCPS with 504 plans. Below is the breakdown by grade level. See **Q69 Attachment_FY19 504 Plans** for available data broken down by school and grade level.

Grade	Students with 504 Plans
PK3	12
PK4	15
Kindergarten	42

Grade	Students with 504 Plans
1 st Grade	52
2 nd Grade	98
3 rd Grade	118
4 th Grade	134
5 th Grade	119
6 th Grade	113
7 th Grade	96
8 th Grade	127
9 th Grade	137
10 th Grade	135
11 th Grade	120
12 th Grade	23

Q70: How many developmental screenings did the Early Stages program conduct in SY18-19 and SY19-20 to date? How many screenings were recommended for further evaluation? Please list the timeframe it took to complete the evaluations (i.e. the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days).

These data are based on fiscal year (October 1 through September 30), which Early Stages (ES) uses instead of a school year, since the program runs and measures performance over twelve months. In cases where a current screening already exists, Early Stages uses that screening and may analyze additional data to determine whether further evaluation is recommended. Developmental screenings for DCPS-enrolled children are primarily conducted by teachers in schools. Early Stages tracks this work and includes it in reporting for the sake of consistency with historical reporting to Council on this question.

FY18: 4,153 screened. Of these, 1,038 (24.9%) were recommended for further evaluation.

FY19 to date: 797 screened. Of these, 173 (21.7%) were recommended for further evaluation.

Please note that the data below are comprehensive raw data for child find referrals completed through Early Stages, including children delayed due to issues of parental engagement. OSSE determines whether a delayed evaluation is attributable to the parent, and if so, the District is not held accountable under rules established for federal reporting under IDEA.

Completed Evaluations

School Year	Within 60	Within 90	Within 120	Over 120
FY18	690	28	N<10	N<10
FY19 (Oct-Nov)	72	N<10	0	0

- Q71: Provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for SY18-19 broken down by disability classification:**
- a. **The number of students receiving an eligibility determination from RSA before graduation;**
 - b. **The number of students connected to a postsecondary pathway to graduation; and,**
 - c. **The number of students attending college within a year of high school graduation.**
- a. **The number of students receiving an eligibility determination from RSA before graduation;**

In School Year 2018-2019, DCPS' Division of Specialized Instruction (DSI) referred a total of 172 students with disabilities to the DC Department on Disability Service (DDS) Rehabilitation Services Administration (RSA). The number of student referrals to DDS/RSA in the current School Year 2019-2020, as of November 27, 2019, is 46. DSI continues to collaborate with DDS/RSA representatives to identify and refer students with disabilities who are eligible to receive RSA services.

- b. **The number of students connected to a postsecondary pathway to graduation; and,**

DCPS' Division of Specialized Instruction (DSI) tracks the participation of students with disabilities in Career and Technical Education (CTE) pathway courses. During SY18-19 (as of June 15, 2019), 612 students with IEPs were enrolled in CTE pathway and NAF Academy courses. In the current School Year 2019-2020 (as of November 25, 2019), 724 students with disabilities are enrolled in CTE courses which is an 18 percentage-point increase over the previous year. Students with intellectual and developmental disabilities are connected to postsecondary pathways through the River Terrace Workforce Development Center and the Project Search program. Secondary Transition courses also provide instruction in work readiness and independent living skills, self-determination, and self-advocacy for students who pursuit IEP Certificates of Completion.

Category	Number of Students*
Career and Technical Education courses	612
Secondary Transition courses	864
Workforce Development Center	34
Project Search	11

*This includes the number of unique students with IEPs who were enrolled in a course as of June 15, 2019, or who completed a program during School Year 2018-2019.

Secondary Transition Course Name	Number of Enrollments*
Character Development	57
Computer Skills	51



Secondary Transition Course Name	Number of Enrollments*
Independent Living Skills	155
General Exploration	68
Real World Applications	131
Learning Lab: Self-Advocacy	83
Learning Lab: Study Skills Development	36
Learning Lab: Transition Study Skills	59
Learning Lab: Applied Life Skills	42
Learning Lab: Career Exploration	102
Learning Lab: Career Management	70
Learning Lab: Daily Independence	10
Total Enrollment	864

*This includes the number of enrollments of students with IEPs in Transition courses during SY 2018-2019 as of June 15, 2019. Because students may be enrolled in more than one Transition course during the school year, the total of 864 is not a unique student count.

c. The number of students attending college within a year of high school graduation.

For SY16-17, 22 percent of students with disabilities attended college within one year of high school graduation (69 total of 315 graduates). For SY17-18, 33 percent of students with disabilities have attended college attended college within one year of high school graduation (72 total of 215 graduates). For SY 18-19, 31 percent of students with disabilities have attended within one year of high school graduation (83 total of 266 graduates). While there was a slight percentage point decrease between SY 17-18 and SY18-19 graduates, there was an overall increase in the total number of students with disabilities attending college (83 total for June 2019 compared to 72 total for June 2018). Additionally, from 2017 to 2019 there has been a 20 percent increase in the actual number of students with disabilities attending college (69 total 2017 graduates compared to 83 total 2019 graduates).

Graduation Year	Total # of SPED College Enrollments
2017	69
2018	72
2019	83

Q72: What programs, if any, does DCPS offer for special education students in need of credit recovery? Please include the number of students these programs can serve; a description of the curricula used in these programs; and how students with special needs can recover credits in summer school.

DCPS Opportunity Academies offer a continuum of special education services for over-age, under-credited students with disabilities. This practice is consistent with the Individuals with Disabilities Education Improvement Act (IDEA), which mandates that

students with disabilities be provided access to the same curriculum as, and be educated with, their nondisabled peers to the maximum extent appropriate. Some Opportunity Academies also have additional capacity to serve a limited number of students with IEPs that provide for 20 hours or more of specialized instruction outside of general education.

Opportunity Academies offer a full complement of competency-based courses that enable students to recover credits at their own pace and utilize a highly personalized instructional approach with an intensive focus on social emotional well-being and post-secondary success. Students engage as self-directed scholars in rigorous, competency-based learning through the Summit Personalized Learning platform. Students also have the opportunity to join Dangers of the Mind — a cutting-edge program that supports students with social emotional and academic development through self-exploration, skill-building and reflection.

Credit Recovery

DCPS offers credit recovery to all students, including students with disabilities. Additionally, diploma-seeking students with disabilities are able to attend summer school to make-up credits, subject to the same process for qualification as their non-disabled peers.

Credit recovery courses are individualized and competency based. Students in credit recovery are mastering course standards and units of study they failed to master during the original course. In order to earn course credit, all students must complete an identified set of required assessments. Credit recovery students are not required to re-take content they have already mastered in their original credit course if they have passing marks on all prescribed assessments related to specific course content. The classroom ratio should be 1:15, and like the traditional school day, all teachers are informed of required accommodations for students with an IEP. Schools can hire special education teachers or a paraprofessional to support their students who have accommodations as outlined in an IEP.

Summer School

DCPS Summer (High School) programs provide opportunities for students to recover credits from courses failed during the school year. Summer school is open to all high school students. All host sites are staffed with special education teachers and paraprofessionals who are identified specifically to support students with special needs. A 1:25 teacher-to-student classroom ratio is followed for summer school programs with special education teachers pushing in to provide individualized academic supports and accommodations to students with IEPs. Teachers may use OTL-approved curriculum.

Q73: Please describe DCPS' efforts in SY18-19 and SY19-20 to date, to implement the provisions of the Enhanced Special Education Services Amendment Act of 2014 as it pertains to transition planning beginning at 14 years old and the identification of appropriate adult services at least one year prior to a students' completion of school.

Transition Planning Beginning at Age 14

During School Year 2018-2019, the DCPS Division of Specialized Instruction Secondary Transition Team partnered with SchoolTalk to facilitate self-advocacy workshops for middle school students ages 13-14 to support their transition to high school. Per the Enhanced Special Education Services Amendment Act of 2014, for children attending middle school, at least one (1) IEP goal must address readiness for and transition to high school. DCPS provided the SchoolTalk self-advocacy workshops to 8th grade students with intellectual disabilities at Kelly Miller MS, McKinley Tech MS, and Cardozo Education Campus. Additionally, the Self-Advocacy workshops were delivered during the summer in the ESY program to rising 9th grade students with intellectual disabilities. The workshop curriculum included a capstone project which allowed each participant to demonstrate their growth towards the development of self-advocacy and self-determination skills.

School Year 2018-2019

During School Year 2018-2019, DSI continued to make progress on meeting the new secondary transition requirements by providing on-site technical assistance to middle school staff on the development of appropriate IEP transition plans for students 13-14 years old. As of June 15, 2019, 84 percent of all students aged 13-14 had transition plans in place and were receiving transition services as part of their Individualized Education Program (IEP).

Percentage of 13-14-year-old Students with Transition Plans SY 2018-2019	
Beginning of Year	75%
End of Year	84%

School Year 2019-2020

For School Year 2019-2020, DCPS has disaggregated the data to monitor transition plans in the three different settings where we are responsible for ensuring secondary transition compliance. The below table provides data on the percentage of transition plans in place for 13- and 14-year-old students in the following settings: DCPS neighborhood schools, non-public schools, and St. Coletta.

Progress Monitoring 13-14-year-old Transition Plans		
Setting	13-year-old Rate	14-year-old Rate
DCPS	80%	88%
Non-Public	43%	91%
St. Coletta	100%	100%

Identification of Appropriate Adult Services

The Division of Specialized Instruction (DSI) Secondary Transition Team partners with the DC Department on Disability Services Rehabilitation Services Administration (DDS/RSA) to identify appropriate adult services for students prior to their completion of high school. In response to the new Secondary Transition requirement outlined in DCMR, the DSI Transition team is utilizing the following timeline for referring students

with disabilities to adult services; (a) 11th grade students are referred to adult services by March 17 during their junior year in high school, and (b) 12th grade students are referred to adult services by October 31 if they missed the referral window during their junior year in high school. To ensure that all DCPS staff are familiar with the DCMR requirement of “including a statement of inter-agency responsibilities or any needed linkages before the child leaves the school setting,” the DSI Transition team made training available on the new legal requirement to all secondary special education teachers on District led professional development days during School Year 2018-2019.

Q74: DCPS operates the Luke C. Moore Academy, Washington Met, Youth Engagement Academy, Ballou STAY, Roosevelt STAY and Twilight programs for students who are over age and under credited. For each of the locations where these programs are offered, please list:

- a. **How many students were enrolled in each program in, SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date;**
- b. **How many students have successfully graduated in SY15-16, SY16-17, SY17-18, SY18-19, and SY19-20 to date;**
- c. **How many students in the program have IEPs;**
- d. **How many students in the program have 504s;**
- e. **The number of special education teachers assigned to the program;**
- f. **The number of hours of specialized instruction that can be provided to a student in the program; and,**
- g. **The number and types of related service providers assigned to the program.**

- a. **How many students were enrolled in each program in SY16-17, SY17-18, SY18-19, and SY19-20 to date:**

School Name	Student Enrollment				
	SY19-20	SY18-19	SY17-18	SY16-17	SY15-16
Ballou STAY	492	524	495	466	477
Luke C. Moore HS	280	288	251	266	297
Roosevelt STAY	761	648	515	613	776
Wash Met HS	157	136	195	125	150
Twilight	176	N<10	80	619*	519*

**further review indicates that this data may not be accurate due to incorrect coding of students in the student information system*

- b. **How many students have successfully graduated in SY16-17, SY17-18, SY18-19, and SY19-20 to date:**

School Name	Number of Graduates				
	SY19-20 (to date)	SY18-19	SY17-18	SY16-17	SY15-16
Ballou STAY	N/A	97	97	147	113
Luke C. Moore HS	N/A	63	59	116	150
Roosevelt STAY	N/A	70	84	103	126
Wash Met HS	N/A	31	18	53	42

School Name	Number of Graduates				
	SY19-20 (to date)	SY18-19	SY17-18	SY16-17	SY15-16
Twilight	N/A	N<10	10	19*	122*

**further review indicates that this data may not be accurate due to incorrect coding of students in the student information system*

c. How many students in the program have IEPs

School Name	SY19-20 (to date)	SY18-19	SY17- 18	SY16-17	SY15-16
Ballou STAY	98	111	56	53	38
Luke C. Moore HS	68	88	63	32	29
Roosevelt STAY	117	97	57	39	48
Wash Met HS	53	73	52	35	34
Twilight	31	N<10	18	40	134

**Note: Ballou STAY and Washington Metropolitan both offer full-time programs for students with IEPs. All Opportunity Academies have made a concerted effort to have inclusive enrollment practices which have led to an increase in students with IEPs.*

d. How many students in the program have 504s;

School Name	Number of Students with 504s SY19-20 (to date)	Number of Students with 504s SY18-19
Ballou STAY	N<10	N<10
Luke C. Moore HS	N<10	N<10
Roosevelt STAY	N<10	N<10
Wash Met HS	N<10	N<10
Twilight	N<10	N<10

e. The number of special education teachers assigned to the program;

School Name	SY19-20*	SY18-19*	SY 17-18*	SY16-17*	SY15-16*
Ballou STAY	N<10	N<10	N<10	N<10	N<10
Luke C. Moore HS	N<10	N<10	N<10	N<10	N<10
Roosevelt STAY	N<10	N<10	N<10	N<10	N<10
Wash Met HS	N<10	N<10	N<10	N<10	N<10
Twilight	NA**	N<10	N<10	N<10	N<10

**Teacher counts reflect the number of teachers allocated to schools by the Division of Specialized Instruction (DSI); additional teachers may have been budgeted by schools, repurposed by schools, or added by DSI during the budget petition process.*

***The Twilight program was restructured in SY 2019-20 to operate as an option for students to earn original credits required for graduation outside of traditional school hours, in addition to participating in all classes during the school day. It is no longer a stand-alone or separate program from the traditional school and teacher assignment is based on identified need and teacher availability.*

f. The number of hours of specialized instruction that can be provided to a student in the program; and,

Number of Hours of Specialized Instruction

School Name	SY19-20*	SY18-19*
Ballou STAY	27.5	27.5
Luke C. Moore HS	19.5	19.5
Roosevelt STAY	19.5	19.5
Wash Met HS	27.5	27.5
Twilight	5	5

*Decimal numbers reflect staff working at multiple schools.

g. The number and types of related service providers assigned to the program.

School Name	Psych FTE				Social Work FTE				DBH Staff FTE				SLP FTE				OT FTE				PT FTE			
	SY19-20	SY18-19	SY17-18	SY16-17	SY19-20	SY18-19	SY17-18	SY16-17	SY19-20	SY18-19	SY17-18	SY16-17	SY19-20	SY18-19	SY17-18	SY16-17	SY19-20	SY18-19	SY17-18	SY16-17	SY19-20	SY18-19	SY17-18	SY16-17
Ballou STAY	.5	.5	0	0	2	2	2	1	0	0	0	0	.2	.2	.2	.2	.2	.1	.1	.1	0	0	0	0
Luke C. Moore HS	1	1	.5	1	2	2	2	2	0	0	0	0	.1	.1	.1	.1	.1	.1	.1	.1	0	0	0	0
Roosevelt STAY	1	1	1	1	3	2	2	1	0	0	0	0	.2	.2	.2	.2	.1	.1	.2	.2	0	0	0	0
Wash Met HS	.5	.5	.5	.5	3	2	2	2	1	0	0	0	.1	.1	.1	.1	.1	.1	0	0	0	0	0	0
Twilight	N/A	N/A	N/A	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Decimal numbers reflect staff working at multiple schools.

Note: As it relates to specialized instruction, all Twilight students are offered modified curriculum and instruction based on their individual needs, and as documented in their IEPs, during class time. Reading and math intervention and tutorials are also offered. Related services are not provided during the Twilight program. Students with related service hours receive these supports during the day program.

Q75: Describe mechanisms DCPS has developed and implemented during SY18-19 and SY19-20 9 to date to provide oversight of the education of wards of the state who are enrolled by public schools, CFSA, DYRS, or DBH in schools or programs in other states.

The District of Columbia Public Schools has been intentional and diligent in its efforts to develop collaborative working relationships with other District of Columbia Agencies that serve school-aged youth (i.e. the Department of Youth Rehabilitative Services, Child and Family Services Administration and Court Social Services). The DCPS Student Placement Team serves as the liaison to the previously mentioned agencies to support the reintegration of youth designated as Wards of the State. The goal is to bridge the efforts of other core service agencies and education by providing school placement assistance, ensuring the continued implementation of social-emotional (SEL) supports, clinical supports, specialized instruction and identification/removal of any barriers to re-enrollment. Reintegrated students are jointly monitored throughout the school year by DCPS Student Placement Specialists and DYRS Case Managers. There are four focus areas: adjustment, attendance, school discipline and academic performance.

The Student Placement Team serves as the primary point of contact for the District of Columbia Child & Family Services Administration (CFSA). Many of the school-age youth

under the supervision of CFSA are considered Wards of the State. As Wards of the State, the youth may reside in foster, shelter or group homes with the District of Columbia or other localities such as Maryland or Virginia. However, they remain eligible for educational services and programs offered by the District of Columbia Public Schools. The primary goal of DCPS is to maintain clear and direct lines of communication between the supervising agencies. In doing so, the likelihood of seamless transitions is increased. As with DYRS, student monitoring and case management are a collaborative effort. Lastly, the Student Placement Team has permanently assigned a Program Coordinator to the Mayor's Court Liaison Office, located at the District of Columbia Superior Courts. The Program Coordinator serves as a direct conduit to the DCPS Central Offices (i.e. Attendance, Student Placement, Department of Specialized Instruction and the Language Acquisition Division) to assist in the resolution of student/parent/family concerns and to identify and implement any needed supports, services and interventions.

Q76: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title III in SY18-19 and SY19-20 to date. Please describe how these funds were spent to enhance student achievement.

The primary goal of Title III funding is to supplement language education programs for English learners (EL) and immigrant children in schools. During FY19, DCPS was awarded \$847,813.36 in Title III funds. Because this allocation translates to such a small per-pupil amount (compared to other title funds), DCPS does not allocate Title III funds by school and manages the funds centrally via the Language Acquisition Division (LAD) to ensure that more ELs students, teachers and parents benefit from this resource and so that we can track the expenses more effectively.

DCPS ensured its accountability for making English language proficiency progress and attainment, as well as for making academic progress for limited English proficient (LEP) students through the guidelines and accountability measures set out in the DCPS Essential Practices Rubric. After reviewing PARCC data and Access for English Learners, LAD provided targeted professional development and technical assistance to schools that did not meet their language targets to support and guide schools on how to effectively meet the students' language needs and ensure language proficiency growth and attainment. LAD provided training and technical support to all schools that serve ELs through the Cluster support model to maintain their progress in academic achievement and English language proficiency. English as second language teachers measure progress and maintain data throughout the school year.

In FY19, DCPS' Title III funds were used districtwide for several activities, including: two FTEs who support four Clusters, facilitation of training for school leaders at the School Leadership Institutes for DCPS, facilitation of school-specific professional development sessions, ongoing learning opportunities based on individual school EL populations and student needs (in academic and/or language growth). These sessions occurred at approximately more than 40 different DCPS schools serving grades PK3-12. Additionally, the LAD team implemented the following initiatives:

- The LAD team designed a PD series around strategies for providing standards-based instruction for ELs and sponsors licenses for direct language development instruction.
- The LAD team engaged all EL teachers with the ELlevation platform, the EL database paid entirely with Title III funds. Through this platform, educators were able to access EL student data, individualized language goals and instructional resources that were both WIDA and CCSS aligned.
- The instructional team at LAD, in collaboration with the Office of Teaching and Learning, supported ESL teachers and LAD staff with the development of instructional materials for elementary newcomer ELs. These resources were aligned with the Literacy Common Core State Standards for grades K-8. The team engaged in the ongoing development of curricular materials for the International Academy programs for recently arrived, beginning-intermediate ELs, as well as materials for our Dual language programs.
- LAD supported EL Saturday School, Afterschool Tutoring for ELs and the Summer Academic Enrichment Programs for English learners who are newcomers, SIFE, long term ELs or in need of original/credit recovery. The EL Summer Academic Program was expanded in SY 19 to include a centralized elementary program, centralized middle school program and four high school programs.
- LAD revised and expanded classes to support secondary long-term English learners (LTELs) and intermediate-advanced ELs. Classes used targeted materials and supports to encourage the use and development of high-level academic discourse. LAD piloted the use of English 3D and will monitor its implementation.
- LAD continued to work with the Internationals Network for Public Schools in three International Academy programs providing coaching and professional development to teachers to engage recently arrived ELs in the exploration of complex concepts by using high level academic language, all while developing language proficiency. This year eight staff members including two principals, two Assistant Principals, one coach and the Instructional Superintendent participated in a two-day fall conference, including visiting independent INPS schools in NYC, debriefing to explore implementation of the Internationals model and Essential Practices, and workshops around a range of topics. Participants had the opportunity to collaborate with educators from around the country implementing the Internationals programs.

DCPS engaged in various partnerships with Community Based Organizations (CBOs) that have specific training/skills in engaging with linguistically and culturally diverse families. Through a variety of channels, DCPS helped schools leverage these partnerships or establish contracts that can help their efforts in engaging families and the community. Furthermore, DCPS coordinated with schools and CBOs to bring parent workshops, services and events directly to their school. Some examples include:

- Parent workshops on dealing with immigrant-related stress hosted by La Clinica Del Pueblo.
- Legal consultation clinics and workshops at various schools offered by CARECEN.

- Parent workshops on how to support middle school ELs' social-emotional development hosted Mary's Center.
- Empowering LCD Parents in the Education of their Children, a collaboration with Teaching for Change.
- LAD's annual EL Resource Fair which connects LCD families with more than 50 CBOs in the DC area.
- LAD and colleagues in the Community Action Team developed a "Supporting Immigrant Families Toolkit," which includes guidance for school leaders and school staff, direct resources for staff, students and families around their rights in DC, and notices about upcoming workshops and clinics.

In FY20, we were awarded \$879,977.86 and planning to spend the grant funds on the same ELL programmatic activities as specified above from last fiscal year.

Q77: For SY16-17, SY17-18, SY18-19, and SY19-20 to date, please provide the number of students who are English language learners, by age, grade level and classification. If available, please provide the top five primary languages spoken by these students in SY18-19.

Please see **Q77 Attachment_FY19 DCPS EL Status**.

Q78: The number of ELL students in DCPS has been increasing for several years. Please describe the strategies and initiatives DCPS has implemented in SY18-19 and SY19-20 to date to provide these students with the level of support needed to succeed.

We embrace and value the diversity our students represent. The English Learner (EL) population has been steadily increasing throughout the years. We welcome over a thousand new diverse students to DCPS each year with a wide range of needs. DCPS continues to review the EL student data to determine what level of services and programs will support the linguistic and academic needs of the students. We also work to connect students to relevant services within DC Government, including at the Mayor's Office on Latino Affairs, the Mayor's Office on Asian and Pacific Islander Affairs, and the Mayor's Office on African Affairs. DCPS also provides training to educators on working with language learners.

School Year 2016-2017

- In the School Year 2016-2017, DCPS opened a second International Academy at Roosevelt HS in response to the large number of recently arrived immigrant students at the beginning of their English language development.
- Bilingual Counselors and mental health providers from DCPS were invited to attend the Maryland ELL Family Involvement Network Conference and sponsored by DCPS
- A review of the Itinerant ESL Services was conducted to inform school assignment in School Year 2017-2018. The Itinerant ESL services are provided to schools with smaller EL populations. The number of schools serving fewer than

11 EL students continues to grow each year as the demographics of the city continue to evolve.

School Year 2017-2018

- Planning year for the Internationals Support cohort at the Coolidge HS, including a needs assessment analysis.
- Planning year for implementation of the approach from the Council of Great City Schools called “The 3Ls,” which stands for Learning, Language, and Literacy.
- Review of the program implementation for Imagine Learning (Literacy) and review of the Imagine Español for potential implementation in School Year 2018-2019.
- Implementation of English 3D program at the secondary level to support the needs of students who are at approximately an ELP 3-4.
- Implementation of the Finish Line program to support increased language growth on ACCESS for ELLs 2.0.
- DCPS supported EL Instructional Coaching.
- Created a toolkit of resources to support schools working with the immigrant community.

School Year 2018-2019

- Increased staffing allocated to schools to support English Learners.
- Reading A to Z license and support.
International Academy coordination and support including Coolidge HS.
- Immigrant Families Support Working Group.
- Newcomer Working Group.
- English 3D materials and coaching support.
- Implementation of the approach from the Council of Great City Schools called “The 3Ls,” which stands for Learning, Language, and Literacy in 5 Schools.
- Implementation of Hochman in 3 Schools.

School Year 2019-2020

- Hiring of Secondary EL Manager to support all High School Clusters.
- Increased the number of ESL teachers and bilingual counselors assigned to schools.
- Scheduling guidance for middle schools and high schools with EL students
- Reading A to Z license and support
- International Academy coordination and support at 3 High Schools (Cardozo, Roosevelt and Coolidge)
- Imagine Learning licenses and support
- Supporting Immigrant Families Toolkit
- Newcomer Toolkit
- Implementation of Hochman in 3 Schools.

General Questions

Q79: Provide a current organizational chart for DCPS and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY19 or to date in FY20.

During FY19 and to date for FY20, DC Public Schools reorganized of Central Office to better align supports to schools and to continue to meet the six big goals outlined in our Capital Commitment.

The senior leadership at DCPS, previously referred to as Senior Leadership Team, is now referred to as Cabinet. Cabinet members work closely with the Chancellor to enable the work to move quickly, support Chancellor decision making, and ensure collaboration across teams. Cabinet was made up of the following positions as of January 1, 2020:

- a. Chancellor (1)
- b. Deputy Chancellor (2)
- c. Chief of Staff (1)
- d. General Counsel (1)
- e. Senior Advisor (1)

In FY19 and to date in FY20, DCPS made the following additional changes to the Central Office organizational structure as part of the Central Office reorganization effective in August 2019:

1. The **Office of Communications and Engagement** reports to the Chief of Staff. This office communicates, listens, and engages with families and stakeholders at the district and school level in order to build trust, provide context, and use feedback to inform the work of DCPS. This office combined select divisions within the previous Office of Family and Public Engagement and Communications team.
2. The **Office of School Improvement and Supports** was formed to align the district's work on IMPACT, school improvement, student supports, and talent development. This office combined select divisions within the previous Office of Talent and Culture, Office of School Design and Continuous Improvement, Office of Equity, and Office of Family and Public Engagement.
3. The **Resource Strategy Office** was formed to align the district's work in procurement, employee services, and finance. This office combined select divisions within the previous Office of the Chief Business Office and Office of Talent and Culture.

DCPS's current organization system is as follows. Please see **Q79 Attachment_DCPS Org Chart**, attached, for an organizational chart with titles.

- The **Office of the Deputy Chancellors** consists of the Policy, Strategic School Planning and Enrollment, and Schools divisions for DC Public Schools.
- The **Office of the Chief of Staff** works to maximize DCPS' collective impact through ensuring strategic and data-based decisions, sharing DCPS successes through effective communications, and building citywide and community

partnerships. The Office of the Chief of Staff consists of the Communications and Engagement, Intergovernmental Affairs, and Strategy and Performance Management divisions.

- The **Office of Communications and Engagement** supports systems and structures for schools and the district as a whole to engage families and the community to ensure student success. The Office of Communications and Engagement consists of the Communications and Engagement divisions.
- The **Office of Teaching and Learning** provides educators with resources and programs to ensure rigorous and joyful learning experiences for every student. The Office of Teaching and Learning consists of the Academic and Creative Empowerment, Content and Curriculum, Extended Learning and Academic Recovery, Language Acquisition, Professional Learning, and Specialized Instruction divisions.
- The **Office of Elementary Schools** supports K-8 school leaders by focusing on outstanding leadership, instruction, and systems, as well as providing resources for early childhood classrooms. The Office of Elementary Schools consists of our Instructional Superintendents for Elementary Schools, 1st Grade Academy, and the Early Childhood Education division.
- The **Office of Secondary Schools** supports 6-12 and opportunity school leaders and educators by ensuring equitable programming and supporting leadership and high-quality instruction. The Office of Secondary Schools consists of our Instructional Superintendents for Secondary Schools, Athletics, College and Career, and Graduation Excellence divisions.
- The **Office of School Improvement and Supports** ensures the development, growth, and continuous improvement of excellent schools. The Office of School Improvement and Supports consists of the IMPACT, School Improvement, Student Supports, and Talent Development divisions.
- The **Office of Data Systems and Strategy** develops and executes a strategic vision to ensure we have technology infrastructure that enables change in every school. The Office of Data Systems and Strategy consists of the Assessments, Data, Information Technology, and School Performance divisions.
- The **Office of Integrity** works with staff, students, parents, and the community to respond to questions and concerns around school policies and address complaints.
- The **Office of the Operations** ensures that district schools and offices have the operational systems and supports they need to be excellent. The Office of Operations consists of the Attendance, Compliance, Facilities, and School Operations division.



- The **Office of Resource Strategy** ensures all resources are budgeted and expended equitably and transparently, in alignment with the strategic plan. The Office of Resource Strategy consists of the Contracts and Acquisition, Employee Services, and Finance divisions.
- The **Office of the General Counsel** is responsible for all legal affairs for DC Public Schools regarding Labor and Employment, special education, operations, and general practice. The Office of the General Counsel consists of the General Practice, Labor and Employment, Labor Management and Employee Relations, SPED/Litigation, and Operations divisions.

Q80: Provide the agency's performance plan for FY19. Did DCPS meet the objectives set forth in the FY19 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

Please see below for a description of the actions the agency undertook to meet key performance indicators and initiatives. This information is also included in **Q80 Attachment_FY19 PAR**.

- Key Performance Indicators: Each year, DCPS sets ambitious goals aligned with our five-year Capital Commitment strategic plan. DCPS met, or nearly met, 15 of 16 key performance indicator goals for FY2019. In particular, DCPS increased on the percentage of students scoring college and career ready (Level 4+) in ELA on PARCC (increase from 35.1% to 39.9%) and percentage of students scoring college and career ready (Level 4+) in Math (increase from 30.5% to 32.4%). While these gains represent important progress toward improving student achievement, there is still much work to do to ensure students across the city are graduating ready for college and careers.

DCPS did not meet one target.

- While a 65 percent graduation rate represents a decline from the past year, our graduates are more prepared for college and career. Post-secondary success takes on many forms, but through the graduation policies updated at the beginning of School Year 2018-2019, students are entering the workforce and stepping on their campuses with the skills and education needed to thrive. DCPS' fall college enrollment steadily increased, and 55 percent of the Class of 2018 enrolled in college, the highest fall enrollment rate since 2010.

Q81: Provide the agency's performance plan for F20.

This information is included in **Q81 Attachment_FY20 PAR**.



- Q82:** Provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY19 and to date in FY20:
- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
 - At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.**
 - At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.**

[NOTE: for electronic submission we want the raw data – CFO data dump]

See attachment **Q82 Attachment_AprovedBudget RevisedBudget Expenditures.**

- Q83:** Provide a cross-walk between all budget codes from FY9 and the new budget codes used for the FY20 budget. In your response, please also include the definitions for all program, activity, and service code or the guide used by DCPS staff in classifying budget items and expenditures.

See attachment **Q83 Attachment_FY19 to FY20 budget code crosswalk.**

- Q84:** Provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY19 and to date in FY20. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DCPS the transfer affected.

See attachment **Q84 Attachment_Intra-Districts.**

- Q85:** Provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY19 and to date in FY20. For each, please provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected.

See attachment **Q85 Attachment_FY19 FY20 Reprogrammings to date.**

- Q86:** Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY19 and to date in FY20. Include the source of funding and the percentage of these costs assigned to each DCPS program. Please provide the percentage change between DCPS's fixed costs budget for these years and a narrative explanation for any changes.

See attachment **Q86 Attachment_Fixed Costs and Dollars Spent (FY19 and FY20).**

Q87: Describe any spending pressures that existed in FY19. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

DCPS is proud to be a district that is bold about programming in our schools and that has intentionally invested in human capital. In this FRP, we identified rising personnel costs in schools as a key challenge for DCPS to address to ensure long-term financial sustainability. In FY19, DCPS and OCFO saw rising costs associated with salaries, benefits, and leave of absence costs. DCPS collaborated with OCFO to address the identified pressures using strategies including:

- **Strategic Hiring:** DCPS prioritized hiring for school-based positions, as well as positions that support 1-STAR and 2-STAR schools. We implemented a hiring moratorium on many locally funded central office FTEs.
- **Preserving Student-Facing Resources:** While we maintained student-facing non-personnel spending, such as school supplies and curriculum needs, we limited spending on other items, including travel related to central office professional development and central office purchases.
- **Identifying Other Savings Opportunities:** On an ongoing basis, DCPS reviewed our budget for opportunities to consolidate and better support students, including the strategic use of some federal funding and private grants.

Q88: Identify potential areas where spending pressures may exist in FY20. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY20 budget.

DCPS does not anticipate any FY20 spending pressures at this time.

Q89: Please provide a list of all FY19 full-time equivalent positions for DCPS, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

The data presented by OCFO this year mirrors the data submitted last year and originates from PeopleSoft. This system is set up to track positions, and the people attached to those positions. Based on the report from OCFO, we currently have 12,763 positions. This includes full-time permanent, temporary, substitute, summer school, and afterschool positions. Additionally, this includes employees receiving backpay for settlements, employees on FMLA/workers' compensation/administrative leave, and interim appointments. To summarize, this report gives a time-specific snapshot of all approved positions at DCPS, and whether or not an employee is attached to the position. It is very important to understand that many employees are attached to more than one position. Example: a substitute teacher is also teaching afterschool, and both positions would appear on this spreadsheet.

Please see the attached Excel sheet titled **Q89 Attachment_Full-Time Equivalent (FTE)**.

Q90: How many vacancies were posted for DCPS during FY19? To date in FY20? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

DCPS is committed to filling vacancies as quickly as possible, as they arise, to ensure that students and schools receive the necessary support. Please see **Q90 Attachment_FY19 FY20 Vacancies** for details about posted vacancies.

Q91: How many employee performance evaluations were completed in FY19 and how was performance measured against position descriptions? To date in FY20? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

All school-based employees are evaluated through IMPACT based on the responsibilities of their role. In School Year 2018-2019, a total of 7,403 employees were evaluated: 3,963 teachers, 277 school leaders, and 3,163 other school-based staff. To date in SY19-20 the first cycle of evaluations has not yet completed; however, approximately 4,007 teachers are currently slated to receive the first part of their evaluation (the Cycle 1 Essential Practices and Commitment to the School Community Assessments) by December 12, 2019); and approximately 286 principals and APs are scheduled to receive the first part of their evaluation (the Cycle 1 Leadership Framework assessment) by the end of December.

The following charts lay out the steps, for staff evaluated under IMPACT, taken to correct poor performance, and how much time an employee has to correct their performance:

Staff Members:

Rating	Administrative Action and Timeline	Professional Development
Developing	Staff members who receive three consecutive Developing ratings, or three consecutive ratings below Effective, are subject to termination.	These individuals were encouraged throughout the year to access professional development through the LEAP weekly seminar and coaching cycles, additional educational resources on Canvas, district-wide PD days, and through other avenues in order to further increase their effectiveness.

Rating	Administrative Action and Timeline	Professional Development
Minimally Effective	Staff members who receive two consecutive Minimally Effective ratings, or whose final rating drops from Developing to Minimally Effective across consecutive years, are subject to termination.	These individuals were encouraged throughout the year to access professional development through the LEAP weekly seminar and coaching cycles, additional educational resources on Canvas, district-wide PD days, and through other avenues in order to further increase their effectiveness.
Ineffective	Any staff member who receives an Ineffective rating is subject to termination.	These individuals were encouraged throughout the year to access professional development through the LEAP weekly seminar and coaching cycles, additional educational resources on Canvas, district-wide PD days, and through other avenues in order to further increase their effectiveness.

Employees who do not serve a specific school and are not covered by IMPACT are evaluated twice each year, in the fall and spring. The employee’s direct supervisor writes and delivers the assessment. Before each assessment round, managers receive training on what constitutes effective feedback. Employees are evaluated on general competencies, including: Initiative and Results Orientation, Job Acumen, Constant Learning, Dependability, Adaptability, Customer Service Focus, Communication, and Teamwork. Managers apply these basic competencies to individuals’ roles and responsibilities. In FY19, DCPS managers completed evaluations for non-school-based employees, including both central office staff and school support staff not covered by IMPACT. Specifically, 745 employees were evaluated for the Spring 2019 assessment cycle, and 555 for the Fall 2019 assessment cycle. Strengths and growth areas are identified for each employee, and managers work with their employees throughout the upcoming assessment period to address growth areas and to find stretch assignments. During this time, managers provide direct feedback related to their growth areas. Employees who are deemed to not meet expectations for a performance cycle are put on a specific performance improvement plan and must demonstrate improvement in identified areas prior to the close of the assessment cycle.

Q92: Provide the Committee with the following:

- a. **A list of all vehicles owned, leased, or otherwise used by the agency and to whom the vehicle is assigned;**
- b. **A list of the total overtime and workman’s compensation payments paid in FY19 & FY20 to date;**
- c. **A list of travel expenses for FY19 and to date in FY20, arranged by employee.**

Please see the following attachments:

- **Q92 Attachment_FY19 DCPS Vehicle List**
- **Q92 Attachment_Overtime and workers' comp**
- **Q92 Attachment_FY19 Travel Expenses**

Q93: Provide the following information for all grants awarded to or accepted by DCPS during FY19 and to date in FY20:

- a. **Grant Number/Title;**
- b. **Approved Budget Authority;**
- c. **Expenditures (including encumbrances and pre-encumbrances);**
- d. **Purpose of the grant;**
- e. **Grant deliverables;**
- f. **Grant outcomes, including grantee performance;**
- g. **Any corrective actions taken or technical assistance provided;**
- h. **DCPS program and activity supported by the grant;**
- i. **DCPS employee(s) responsible for grant deliverables; and**
- j. **Source of funds.**

Please see **Q93 Attachment_Grants**.

Q94: Provide the following information for all contracts awarded by DCPS during FY19 and to date in FY20:

- a. **Contract number;**
- b. **Approved Budget Authority;**
- c. **Funding Source;**
- d. **Whether it was competitively bid or sole sourced;**
- e. **Expenditures (including encumbrances and pre-encumbrances);**
- f. **Purpose of the contract;**
- g. **Name of the vendor;**
- h. **Contract deliverables;**
- i. **Contract outcomes;**
- j. **Any corrective actions taken or technical assistance provided; and**
- k. **DCPS employee/s responsible for overseeing the contract.**

Please see the attachment **Q94_Q95 Attachment Contract Mod**.

Q95: Please provide the following information for all contract modifications made by DCPS during FY19 and to date in FY20, broken down by agency program and activity:

- a. **Name of the vendor;**
- b. **Purpose and reason of the contract modification;**
- c. **Employee/s responsible for overseeing the contract;**
- d. **Modification cost, including budgeted amount and actual spent; and**
- e. **Funding source.**

Please see **Q94_Q95 Attachment Contract Mod.**

Q96: Please provide the following information for all purchase card transactions during FY19 and to date in FY20:

- a. **Employee that made the transaction;**
- b. **Transaction amount; and**
- c. **Transaction purpose.**

Please see **Q96 Attachment_FY19 FY20 Purchase Card Purchases.**

Q97: Please list all settlements entered into by the agency or by the District on behalf of the agency in FY19 or FY20, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

Special Education Litigation Settlements

A detailed listing of the special education litigation cases that were settled in FY19 and FY20, can be found in documents **Q97 Attachment_FY19 FY20 List of SPED Litigation Settlements**. The listing includes the names of plaintiff's counsel invoicing the district, the amount that was paid, and the type of payment based on the key included at the top of each spreadsheet.

Risk Management Settlements

A detailed listing of the risk management cases that were settled in FY19 can be found in the **Q97 Attachment_FY1920 L&E Litigation Fees_RM Settlements**. The listing includes the name of the firm/petitioner (individual petitioner's names are redacted), the amount that was paid, and the type of payment based on the key included at the top of the spreadsheet.

Labor and Employment Litigation Settlements

A detailed listing of the labor and employment cases that were settled in FY19 and FY20, can be found in the document **Q97 Attachment_FY19 FY20 List of Labor and Employment Litigation Settlements**.

Labor Management & Employee Relations and OLRCB Arbitration Settlements

A detailed listing of the labor and employment cases that were settled in FY19 and FY20, can be found in the document **Q97 Attachment_FY19 FY20 List of LMER & Arbitration Settlements**.

Q98: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DCPS during FY19 and to date in FY20. This includes any reports of the DC Auditor, the Office of the Inspector General, or federal agencies. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

During FY19, the Office of the Inspector General (OIG) completed the following audits, inspections and evaluations of programs within DCPS:

OIG Audit Unit and/or Inspections and Evaluations Unit:

District of Columbia Public Schools: Internal Controls Need Improvement to Assure Compliance with Grading, Attendance, and Community Service Requirements.

In response to a request from the Mayor, the OIG conducted an independent evaluation of Ballou Senior High School after the allegation that students in the class of 2017 graduated despite violations of the attendance policy. The focal point of the evaluation was to identify the root causes of any violations and to identify any deficiencies that existed in internal controls around the graduation process. The OIG made a total of 25 recommendations designed to strengthen internal controls surrounding grades, attendance, and community service requirements within DCPS schools. Prior to the completion of this evaluation, DCPS implemented corrective measures to mitigate future instances of non-compliance with policies for most of the recommendations made by the OIG. The implementation statuses of the recommendations are:

1. Develop a plan to identify and ensure all students who accumulate five or more unexcused absences receive interventions, as required by the DCMR and DCPS policies. **Status: Implemented**
2. Ensure teachers are aware of grading and attendance policies, as required by the DCMR. **Status: Implemented**
3. Ensure school administrators enforce the proper recording of absences and are aware of its bearing on student grades, as required by the DCMR and DCPS policies. **Status: Implemented**
4. Enable functions within ASPEN SIS to support student performance management. **Status: Implemented**
5. Provide training to school administrators and teachers to ensure the proper recording of absences and its bearing on student grades, in accordance with the DCMR and DCPS policies. **Status: Implemented**
6. Enable ASPEN SIS functionalities to automate “FA” grade assignment following 30 unexcused absences in a class during a school year. **Status: Implemented**
7. Develop an internal control in which DCPS principals periodically evaluate class attendance to ensure accurate data is available at the conclusion of the school year to determine graduation eligibility. **Status: Implemented**
8. Develop and promulgate a policy, which identifies the appropriate use of flexible school hours for students, and ensures impacts to timely graduation, such as grading, attendance, and community service requirements, are considered. **Status: Partially Implemented**



9. Issue guidance that considers class schedule periodicity and duration and its impact on attendance requirements, in accordance with 5B DCMR § 2103.6.
Status: Implemented
10. Enable ASPEN SIS functionalities to automate attendance notification and grade assignment in relation to unexcused absences, in accordance with applicable DCMR requirements. **Status: Implemented**
11. Enable ASPEN SIS audit functionalities to track attendance when calculating grades. **Status: Implemented**
12. Develop internal controls to ensure schools are in compliance with all provisions of the ECR Manual. **Status: Implemented**
13. Provide training to school administrators and teachers to ensure appropriate use of the ECR program. **Status: Implemented**
14. Provide school administrators and teachers with training on the appropriate use of “other marks and grading options,” as defined in the DCPS Secondary Grading and Reporting Policy. OIG Final Report No.19-I-04GA APPENDIX B. SUMMARY OF RECOMMENDATIONS 27. **Status: Implemented**
15. Develop internal controls to assure school compliance with the use of “other marks and grading options,” as defined in the DCPS Secondary Grading and Reporting Policy. **Status: Implemented**
16. Enable ASPEN SIS functions for the use of “other marks and grading options,” as defined in the DCPS Secondary Grading and Reporting Policy. **Status: Implemented**
17. Provide school administrators and teachers with training on the appropriate use of make-up work, in accordance with the DCPS Secondary School Grading and Reporting Policy. **Status: Implemented**
18. Ensure school administrators and teachers are aware of the appropriate use of retesting. **Status: Implemented**
19. Develop internal controls to ensure all assignments and grades are maintained in the ASPEN SIS. **Status: Implemented**
20. Enable ASPEN SIS features that support the compliance of grading requirements, in accordance with the DCMR and DCPS policies. **Status: Implemented**
21. Develop internal controls to ensure documentation is maintained to demonstrate students’ successful completion of community service graduation requirements in accordance with the DCMR and DCPS policies. **Status: Partially Implemented**
22. Develop internal controls to ensure the community service requirements comply with the DCMR and DCPS policies. **Status: Partially Implemented**
23. Enable ASPEN SIS functions to record all student community service data.
Status: Partially Implemented

24. Develop a policy that implements internal controls related to requesting, establishing, issuing, suspending, modifying, and closing ASPEN SIS user accounts and privileges. **Status: Partially Implemented**
25. Ensure school administrators and teachers receive ASPEN SIS training prior to receiving access to the systems. **Status: Implemented**

Inspection of the Administration and Oversight of Student Activity Funds

A copy of the report can be found in **Q98 Attachment FY19_Student Activity Funds**.

The overall objective of this inspection was to assess schools' compliance with Student Activity Fund (SAF) policies and procedures established by the District of Columbia Public Schools (DCPS) and the Office of the Chief Financial Officer (OCFO). The OIG made five recommendations; two were addressed to DCPS and OCFO. DCPS agreed with four recommendations and partially agreed with one recommendation. Implementation statuses are as follows:

1. Define and document DCPS and OCFO employees' roles and responsibilities for prioritizing, investigating and resolving instances of potential SAF policy noncompliance, and distribute the guidance to all employees involved with SAF administration and oversight. **Status: In process**
2. Identify how OCFO and DCPS Compliance can reduce common recurring deficiencies in SAF account administration (e.g., conduct an annual analysis of OCFO and DCPS Compliance findings and communicate the results of the analysis to all schools), and, more consistently and effectively penalize schools according to existing provisions in the OCFO Manual. **Status: Partially Implemented**
3. Implement a DCPS Compliance audit follow-up procedure to increase the likelihood that schools comply timely with audit report recommendations. **Status: Scheduled SY20-21**
4. Engage an external accounting firm to the SAF program annually and publish the audit report(s) on DCPS' website. **Status: Not Started, Funding Implications**
5. Establish a policy and practice for publishing school specific SAF deposit, disbursement, and balance information and DCPS Compliance performance audit reports on its website. **Status: Not Started**

Office of the State Superintendent of Education, District of Columbia Public Schools: Evaluation of Enrollment, Residency Verification and Tuition Agreement Procedures at Duke Ellington School of the Arts for the School Year 2018-2019

A copy of the report can be found in **Q98 Attachment FY19_OSSE Duke Ellington**.

The OIG conducted this evaluation of the Office of the State Superintendent of Education (OSSE) and DCPS. The objectives of this evaluation were to assess: (1) the tuition agreement and payment process for non-resident students; and, (2) determine if internal controls existed to prevent incorrect student residency classification. In total, the OIG made five (5) recommendations. DCPS agreed to begin working on the following recommendation:

1. Develop application and admissions policies for Duke Ellington that implement 5A DCMR § 5001.2 and aim to admit as many District resident students as capacity allows. **Status: In Process**

Access to Attorney Records is Needed to Determine the Accuracy of Attorney Certifications

A copy can be found in **Q98 Attachment_FY19 Access to Attorney Records**.

To date during FY20, the OIG completed the following audit, and issued an engagement letter to begin the following inspection:

The OIG made five (5) recommendations to DCPS in this audit. DCPS agreed with two (2) recommendations, disagreed with two (2) recommendations and accepted one (1) recommendations. DCPS is not in a position to implement one of the recommendations as it goes against the basic principles of attorney-client privilege. The implementation statuses of the recommendations are as follows:

1. Address the attorney-client privilege issue discussed above so OIG can determine the accuracy of certifications made to the Chief Financial Officer as required by D.C. Code § 1-301.115a(a)(3)(J). **Status: Unable to Implement**
2. Include the language of D.C. Code § 1-204.24d(28)(B) in the certification section of the packet. Accepted. **Status: In progress**
3. Establish standard operating procedures to provide guidance on how DCPS-OGC staff attorneys determine fees in negotiated settlements. **Status: Disagreed**
4. Maintain documentation or evidence of the basis on which negotiated settlements were determined. **Status: Implemented**
5. Track and analyze the outcome of complaints on a monthly basis. **Status: Implemented**

OIG Inspection of the Implementation of the Healthy Schools Act – This inspection is currently underway.

Office of the District of Columbia Auditor Audits:

During FY19, the Office of the District of Columbia Auditor (ODCA) completed the following audits of DCPS program operations:

D.C. Schools Shortchange At-Risk Students

A copy of the report can be found in **Q98 Attachment FY19_ODC Auditors Audit**

The Auditor conducted this audit as a follow-up project to its study of the use of at-risk funds. The Auditor made six (6) recommendations; three (3) of the recommendations were directly addressed to DCPS which required actionable responses. DCPS agreed to:

1. DCPS should establish transparent base funding for each school tied to enrollment and grade level. The annual budget process should use a specific and transparent methodology so that school communities are informed on both the method and the results. **Status: In Progress**

2. DCPS should publish each school's base funding and supplemental at-risk allocations so principals and LSATs can identify what is base funding and what is supplemental. **Status: In Progress**
3. DCPS should establish internal controls for any adjustments to base funding including policies and procedures for allocating at-risk funds. **Status: In Progress**

ODCA: Audit of Public Education Data – This audit is currently underway (initiated during FY19).

ODCA: Discretionary Audit of Title I Equitable Services – This audit is currently underway (initiated during FY19).

Office of the State Superintendent of Education Audits:

Consolidated Monitoring Report of Implementation of Federal Grants

A copy can be found in **Q98 Attachment FY19_Consolidated Monitoring Report**.

To address the deficiencies noted in this monitoring review, DCPS implemented specific corrective actions within each grant, including but not limited to providing the OSSE with a quarterly report detailing specific corrective actions related to its progress toward eliminating the backlog of overdue initial evaluations and reevaluations as required by IDEA, its progress on secondary transition requirements, and the implementation of hearing officer decisions for students with IEPs.

OSSE Management Decision Letter (MDL) for DCPS FY17 Audit Review

A copy can be in **Q98 Attachment FY19_MDL for DCPS FY17 Audit Review**.

On December 21, 2018, the OSSE issued a Management Decision Letter (MDL) to DCPS for a repeat finding, 2017-006, for programmatic non-compliance for the Child Nutrition Cluster (Office of Food & Nutrition Services), resulting from fiscal year 2017's (October 1, 2016 through September 30, 2017) A-133 Audit.

To address the deficiencies noted in this MDL, DCPS worked with the OSSE to develop a corrective action plan that ensures that daily non-compliance of meal service eligibility for schools not participating in the Community Eligibility Program (CEP) is ensured. Thus far, these efforts include a weekly error check which cross references daily meals served against student attendance to ensure that reimbursement is only claimed for students who were present. Any meals claimed for students who were not present are deducted from the monthly meals submitted for reimbursement to the OSSE. The questioned costs cited in the FY17 report was \$85. **Status: Implemented.**

Q1 Attachment_Tab 1: DCPS Enrollment by Grade for Each School, FY18

School Name	FY18 (SY17-18) Audited DCPS Enrollment																Adult	Alternative	SPED	DCPS Total
	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12					
Aiton ES	31	43	39	33	20	21	30	26												243
Amidon-Bowen ES	25	40	37	45	50	49	46	59												351
Anacostia HS												95	96	89	99					379
Ballou HS												267	169	239	205					880
Ballou STAY																			495	495
Bancroft ES	43	57	80	78	68	78	67	73												544
Barnard ES	61	84	90	80	88	79	86	74												642
Beers ES	42	55	75	72	68	49	78	45												484
Benjamin Banneker HS												142	115	121	104					482
Boone ES	39	51	49	60	57	46	48	54												404
Brent ES	32	34	72	62	64	64	53	44												425
Brightwood EC	41	49	81	88	76	74	77	85	49	61	56									737
Brookland MS									66	75	97									238
Browne EC	25	33	39	38	31	36	27	20	34	21	21									325
Bruce-Monroe ES @ Park View	44	50	71	70	62	59	55	62												473
Bunker Hill ES	22	33	27	23	23	28	21	23												200
Burroughs ES	37	33	42	47	32	42	25	24												282
Burrville ES	35	46	49	43	32	41	34	20												300
C.W. Harris ES	18	37	33	38	40	24	42	46												278
Capitol Hill Montessori School @ Logan	54	53	50	41	41	34	29	20	6	17	20									365
Cardozo EC									46	46	55	141	191	157	152					788
CHOICE Academy @ Wash Met																			1	1
Cleveland ES	33	46	37	38	44	43	45	31												317
Columbia Heights EC (CHEC)									103	88	91	234	246	236	242					1,240
Coolidge HS												108	57	81	64					310
Deal MS									484	537	454									1,475
Dorothy I. Height ES	64	79	61	61	57	50	64	43												479
Drew ES	26	19	41	32	27	44	42	41												272
Duke Ellington School of the Arts												177	150	122	117					566
Dunbar HS												202	130	131	154					617
Eastern HS												187	202	170	210					769
Eaton ES		36	73	75	73	78	73	68												476
Elliot-Hine MS									71	69	63									203
Garfield ES	25	31	32	34	56	38	44	41												301
Garrison ES	37	44	34	34	16	35	26	24												250
General Education Residential Schools												4	4	1						9
H.D. Cooke ES	32	55	62	53	51	55	47	49												404
Hardy MS									128	142	122									392
Hart MS									116	117	104									337
Hearst ES		46	43	51	49	43	41	39												312
Hendley ES	25	32	54	53	47	58	54	56												379
Houston ES	31	38	33	33	32	30	36	36												269
Hyde-Addison ES	16	43	69	43	46	38	35	30												320
Inspiring Youth Program																			40	40
J.O. Wilson ES	48	62	67	74	66	71	64	57												509
Janney ES		60	128	105	104	122	105	113												737
Jefferson Middle School Academy									125	101	88									314
Johnson John Hayden MS									96	77	82									255
Kelly Miller MS									124	127	136									387
Ketcham ES	31	40	46	35	40	37	41	40												310
Key ES		40	81	56	74	68	52	46												417
Kimball ES	25	33	38	47	38	53	56	35												325
King M.L. ES	27	35	56	49	49	38	41	51												346
Kramer MS									62	67	65									194
Lafayette ES		97	141	139	117	127	89	106												816
Langdon ES	39	40	50	34	44	42	33	42												324
Langley ES	41	26	39	20	32	35	34	48												275
LaSalle-Backus EC	23	25	43	33	29	28	32	33	42	39	36									363
Leckie EC	42	57	65	68	62	60	58	50	35	31	30									558
Ludlow-Taylor ES	47	62	58	62	37	56	49	43												414
Luke C. Moore HS																			251	251
MacFarland MS									62	70										132
Malcolm X ES @ Green	27	31	36	33	33	38	28	30												256
Mann ES		40	63	67	73	59	50	48												400
Marie Reed ES	48	53	61	55	62	47	54	47												427
Maurry ES	39	47	64	62	54	52	48	41												407
McKinley MS									76	92	73									241
McKinley Technology HS												190	142	148	140					620
Miner ES	46	50	51	36	41	38	43	40												345
Moten ES	40	41	49	60	48	63	53	47												401

School Name	FY18 (SY17-18) Audited DCPS Enrollment																	DCPS Total	
	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult	Alternative		SPED
Murch ES		60	73	87	84	87	91	91											573
Nalle ES	41	49	45	53	58	37	55	49											387
Noyes ES	18	21	31	29	24	25	31	16											195
Oyster-Adams Bilingual School	4	37	76	69	81	63	70	73	70	68	66								677
Patterson ES	30	49	53	50	47	50	42	53											374
Payne ES	38	34	41	45	34	42	42	39											315
Peabody ES (Capitol Hill Cluster)	60	80	87																227
Phelps Architecture Construction and Engineering HS												71	72	53	64				260
Plummer ES	28	39	47	51	55	47	59	49											375
Powell ES	44	53	74	75	79	74	78	71											548
Randle Highlands ES	34	46	35	43	44	48	32	43											325
Raymond EC	41	58	76	66	48	56	57	53	39	52	43								589
River Terrace EC																		137	137
Ron Brown College Preparatory High School												115	94						209
Roosevelt HS												215	218	128	137				698
Roosevelt STAY																515			515
Ross ES	16	20	23	27	22	28	26	12											174
Savoy ES	18	22	32	29	41	34	54	37											267
School Without Walls @ Francis-Stevens	40	46	38	36	40	44	44	44	51	46	44								473
School Without Walls HS												155	140	142	155				592
School-Within-School @ Goding	29	41	44	43	45	42	42	22											308
Seaton ES	44	48	54	44	52	52	47	30											371
Shepherd ES	29	40	45	55	58	43	49	45											364
Simon ES	20	25	31	39	32	38	38	51											274
Smothers ES	32	44	36	39	21	28	31	21											252
Sousa MS									65	85	78								228
Stanton ES	29	51	59	73	63	66	79	73											493
Stoddert ES		20	80	79	71	76	64	48											438
Stuart-Hobson MS (Capitol Hill Cluster)									146	144	132								422
Takoma EC	33	43	46	38	48	54	43	56	38	42	32								473
Thomas ES	34	43	61	52	57	40	46	51											384
Thomson ES	32	34	44	42	43	36	45	32											308
Truesdell EC	44	56	64	67	66	77	73	75	68	57	51								698
Tubman ES	26	44	86	84	83	59	90	63											535
Turner ES	34	51	51	70	68	56	68	65											463
Tyler ES	58	72	74	72	61	61	61	66											525
Van Ness ES	34	48	43	56	34														215
Walker-Jones EC	37	47	41	52	48	40	51	36	24	28	31								435
Washington Metropolitan HS																	195		195
Watkins ES (Capitol Hill Cluster)				85	83	90	89	81											428
West EC	29	31	27	32	30	35	46	29	30	17	24								330
Wheatley EC	31	35	40	21	28	25	45	29	28	24	18								324
Whittier EC	26	30	35	30	38	32	35	33	22	22	22								325
Woodrow Wilson HS												585	418	423	403				1,829
Woodson H.D. HS												89	119	144	136				488
Youth Services Center																	52		52
DCPS Total	2,374	3,423	4,201	4,093	3,939	3,855	3,878	3,586	2,306	2,362	2,134	2,977	2,563	2,385	2,382	1,010	539	137	48,144

Q1 Attachment_Tab 2: DCPS Enrollment by Grade for Each School, FY19

School Name	FY19 (SY18-19) Audited DCPS Enrollment																DCPS Total	
	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult		Alternative
Aiton ES	39	32	41	33	26	19	30	24										244
Amidon-Bowen ES	39	36	47	36	33	45	51	52										339
Anacostia HS												85	66	77	68			296
Ballou HS												186	154	131	179			650
Ballou STAY																524		524
Bancroft ES	46	59	91	80	79	68	78	66										567
Barnard ES	65	83	96	82	65	76	80	73										620
Beers ES	40	50	53	76	70	78	49	73										489
Benjamin Banneker HS												151	125	97	109			482
Boone ES	46	56	56	55	56	61	51	49										430
Brent ES	32	34	67	80	72	65	57	25										432
Brightwood EC	38	68	59	81	96	70	73	85	77	51	59							757
Brookland MS									97	88	85							270
Browne EC	28	37	43	44	39	34	28	33	26	39	20							371
Bruce-Monroe ES @ Park View	43	54	63	64	68	59	50	50										451
Bunker Hill ES	23	36	37	31	23	19	33	19										221
Burroughs ES	37	39	37	30	35	33	41	21										273
Burrville ES	40	56	38	40	32	25	34	30										295
C.W. Harris ES	15	29	36	30	26	35	23	38										232
Capitol Hill Montessori School @ Logan	57	53	32	35	33	31	27	21	34	16	23							362
Cardozo EC									42	61	62	140	132	173	136			746
CHOICE Academy @ Wash Met																	1	1
Cleveland ES	29	44	42	37	35	40	39	38										304
Columbia Heights EC (CHEC)									145	119	102	305	212	213	223	1		1,320
Coolidge HS												96	63	75	93			327
Deal MS									478	504	525							1,507
Dorothy I. Height ES	67	80	62	57	56	54	46	58										480
Drew ES	22	27	22	31	33	32	34	35										236
Duke Ellington School of the Arts												160	143	132	110			545
Dunbar HS												193	216	142	116			667
Eastern HS												240	160	176	168			744
Eaton ES		36	80	76	76	66	79	61										474
Elliot-Hine MS									101	65	66							232
Excel Academy	29	52	35	45	55	47	51	45	54	31	25							469
Garfield ES	22	27	31	43	30	56	41	41										291
Garrison ES	45	34	45	35	38	21	34	25										277
H.D. Cooke ES	28	56	57	59	49	49	48	41										387
Hardy MS									163	149	139							451
Hart MS									123	119	115							357
Hearst ES		43	53	52	49	53	42	39										331
Hendley ES	30	34	47	60	42	46	58	49										366
Houston ES	34	32	36	40	32	34	27	42										277
Hyde-Addison ES	15	39	65	66	44	50	40	33										352
Inspiring Youth Program																	32	32
J.O. Wilson ES	49	56	59	59	69	62	62	61										477
Janney ES		60	111	133	107	110	119	99										739
Jefferson Middle School Academy									138	104	99							341
Johnson, John Hayden MS									102	97	76							275
Kelly Miller MS									205	138	139							482
Ketcham ES	30	40	38	39	37	42	32	42										300
Key ES		40	59	79	57	67	52	45										399
Kimball ES	28	35	37	48	49	34	60	52										343
King, M.L. ES	29	34	42	36	41	41	34	38										295
Kramer MS									71	74	63							208
Lafayette ES		99	162	153	138	118	130	87										887
Langdon ES	36	39	53	50	40	54	47	34										353
Langley ES	43	44	31	40	25	34	40	33										290
LaSalle-Backus EC	23	29	36	38	33	41	26	34	39	42	41							382
Leckie EC	45	53	64	60	56	56	61	47	37	28	22							529
Ludlow-Taylor ES	45	63	61	61	59	41	58	51										439
Luke C. Moore HS																	288	288
MacFarland MS									210	73	71							354
Malcolm X ES @ Green	26	27	31	27	35	30	35	31										242

School Name	FY19 (SY18-19) Audited DCPS Enrollment																DCPS Total		
	PK3	PK4	KG	1	2	3	4	5	6	7	8	9	10	11	12	Adult		Alternative	SPED
Mann ES		40	56	64	70	68	56	43											397
Marie Reed ES	46	54	65	59	59	55	46	53											437
Maury ES	39	46	67	64	59	52	48	32											407
McKinley MS									67	72	92								231
McKinley Technology HS												192	169	133	139				633
Miner ES	69	44	48	44	38	38	37	43											361
Moten ES	24	37	38	38	49	42	50	45											323
Murch ES		57	87	83	94	88	97	95											601
Nalle ES	45	52	44	45	50	44	34	56											370
Noyes ES	16	30	31	31	33	23	26	34											224
Oyster-Adams Bilingual School	5	40	76	89	74	79	65	71	70	68	69								706
Patterson ES	33	41	52	60	58	45	55	42											386
Payne ES	46	41	37	48	41	47	44	42											346
Peabody ES (Capitol Hill Cluster)	58	81	87																226
Phelps Architecture, Construction and Engineering HS												85	65	65	50				265
Plummer ES	26	39	32	39	48	44	49	54											331
Powell ES	47	44	82	75	67	83	71	66											535
Randle Highlands ES	34	47	44	38	44	43	42	37											329
Raymond EC	46	58	67	75	54	53	58	51		37	59								558
River Terrace EC																		131	131
Ron Brown College Preparatory High School												127	72	62					261
Roosevelt HS												196	155	180	114				645
Roosevelt STAY																648			648
Ross ES	15	20	26	31	28	25	24	21											190
Savoy ES	15	25	38	40	29	49	33	42											271
School Without Walls @ Francis-Stevens	33	46	39	37	36	36	47	39	62	49	48								472
School Without Walls HS												152	146	146	148				592
School-Within-School @ Goding	35	42	44	48	42	44	43	15											313
Seaton ES	46	51	52	52	48	51	51	39											390
Shepherd ES	30	37	43	48	61	60	47	53											379
Simon ES	20	23	29	34	36	35	36	28											241
Smothers ES	29	38	42	30	29	22	28	31											249
Sousa MS									84	71	87								242
Stanton ES	27	58	54	62	71	61	68	72											473
Stoddert ES		20	82	82	74	75	79	51											463
Stuart-Hobson MS (Capitol Hill Cluster)									180	137	137								454
Takoma EC	44	46	49	48	43	53	50	42	62	37	34								508
Thomas ES	35	34	45	55	46	52	37	51											355
Thomson ES	39	41	39	43	46	47	37	39											331
Truesdell EC	44	57	56	57	69	57	80	67		69	53								609
Tubman ES	37	38	85	88	77	73	59	91											548
Turner ES	43	47	67	71	66	76	63	64											497
Tyler ES	57	77	76	68	61	62	58	53											512
Van Ness ES	36	38	51	45	62	38													270
Walker-Jones EC	28	33	48	30	38	51	31	39	34	25	27								384
Washington Metropolitan HS																	136		136
Watkins ES (Capitol Hill Cluster)				87	93	89	95	80											444
West EC	34	38	32	34	34	41	36	47			23	17							336
Wheatley EC	27	29	43	26	24	23	28	33	30	24	25								312
Whittier EC	27	30	37	39	34	31	27	38	37	24	27								351
Woodrow Wilson HS												480	476	417	423				1,796
Woodson, H.D. HS												136	76	105	138				455
Youth Services Center																	31		31
DCPS Total	2,498	3,464	4,145	4,228	4,023	3,951	3,835	3,619	2,768	2,434	2,407	2,924	2,430	2,324	2,214	1,173	488	131	49,056

Q1 Attachment_Tab 3: Summer School Enrollment, FY17 - FY20

Grade Level	2017 Enrollment	2018 Enrollment	2019 Enrollment	2020 Enrollment Projections
ES (K-5)*	1,674	1,544	1901	1,500
MS (6-8)*	154	773	1188	1200
K-7 PM Program	1,314	1,250	1308	1,400
HS (9 – 12)****	2,308	2,105	2570	2,200
Extended School Year (ESY)	1,570	1,519	1,434	1,500
Summer Bridge (renamed to Summer Orientation in 2016) ****	521	N/A	N/A	N/A
English Language Learner Summer Academic Program (ELLSAP)	347	327	405	500
Focused Student Achievement Act (FSAA) 8th grade	193	N/A	N/A	N/A
DC Meets Washington	N/A	N/A	N/A	N/A
Lindamood-Bell (LMB)	N/A	N/A	N/A	N/A
Camp Believe	N/A	N/A	N/A	N/A
Camp Let's Go	N/A	N/A	N/A	N/A
Focused Student Achievement Act (FSAA) 3rd grade	9	N/A	N/A	N/A
Community Based Organizations*****	4,844	5,133	4,410	4500
Total	12,934	12,651	13,216	12,800
<p><i>Note: We have included only centrally run Summer School programs, not those run by individual schools. Some students may be counted twice as they may participate in more than one DCPS-supported program. N/A entries indicate the summer program was not communicated.</i></p>				
<p><i>* ES/MS Enrollment numbers reflect the number of students enrolled after no shows are removed from the program (second week of programming) at peak enrollment.</i></p>				
<p><i>*MS projected enrollment for 2020 is subject to change due to new retention guidance.</i></p>				
<p><i>***Data not captured electronically for these years.</i></p>				
<p><i>**** Summer Bridge (for rising 9th graders)/HS enrollment 2012, 2013, and 2015 as of last day of SS; 2014 data as of 7/24/14.</i></p>				
<p><i>***** These numbers reflect all students/youth served by CBOs in grades K to 12, including SYEP program participants co-located mostly in high schools.</i></p>				
<p><i>^Extended School Year (ESY) Services are federally mandated IDEA Part B special education and related</i></p>				

Q1 Attachment_Tab 4: Summer School Enrollment and Budget, FY20 Projections

FY20 Projected Summer School Enrollment and Budget		
Program	Projected Budget	Projected Enrollment
K-5 Summer School AM Program	\$799,000.00	1,500
K-5 Summer School PM Program	†	1,400
6-8 Summer School	**	1200***
High School Summer School	\$1,160,830.00	2,200
Extended School Year (ESY)	\$1,300,000.00	1,500
English Language Learner Summer Academic Program (ELLSAP)	\$250,000.00	500
Total	\$3,509,830.00	8,300
<i>Note: Some students may be counted twice as they may participate in more than one DCPS-supported program. N/A entries indicate the summer program will not be continued.</i>		
<i>†K-7 Summer School PM Program Projected Budget included in the K-7 School AM Program Projected Budget.</i>		
<i>** Note that 202 is the final year that the budget for K-8 summer programming will be shared and therefore 6-8 costs are embedded in the K-5 Summer School Program budget.</i>		
<i>*** Middle School projections are subject to change due to new retention guidance.</i>		

Q2 Attachment_SY19-20 Out of Boundary Enrollment to Date

Q2 Attachment_SY19-20 Out-of-Boundary Enrollment to Date						
School Name	SY17-18 Audited Enrollment		SY18-19 Audited Enrollment		SY19-20 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Aiton Elementary School	141	58%	141	58%	125	56%
Amidon-Bowen Elementary School	210	60%	160	47%	135	40%
Anacostia High School	96	25%	79	27%	97	30%
Ballou High School	244	28%	168	26%	108	19%
Ballou STAY High School	495	100%	524	100%	467	95%
Bancroft Elementary School	190	35%	194	34%	185	30%
Bard High School Early College DC	-	-	-	-	165	98%
Barnard Elementary School	187	29%	172	28%	178	28%
Beers Elementary School	259	54%	268	55%	267	56%
Benjamin Banneker High School	482	100%	482	100%	519	99%
Brent Elementary School	137	32%	121	28%	128	29%
Brightwood Education Campus	169	23%	172	23%	155	22%
Brookland Middle School	105	44%	132	49%	190	53%
Browne Education Campus	157	48%	148	40%	148	34%
Bruce-Monroe Elementary School @ Park View	258	55%	258	57%	254	54%
Bunker Hill Elementary School	68	34%	54	24%	71	31%
Burroughs Elementary School	170	60%	158	58%	159	56%
Burrville Elementary School	135	45%	123	42%	149	48%
C.W. Harris Elementary School	105	38%	96	41%	72	31%
Capitol Hill Montessori School @ Logan	365	100%	362	100%	317	98%
Cardozo Education Campus	480	61%	469	63%	408	56%
Cleveland Elementary School	229	72%	170	56%	175	57%
Columbia Heights Education Campus	1103	89%	1145	87%	1268	86%
Coolidge High School	140	45%	154	47%	222	49%
Deal Middle School	441	30%	399	26%	331	23%
Dorothy I. Height Elementary School	479	100%	480	100%	471	99%
Drew Elementary School	137	50%	130	55%	109	47%
Duke Ellington School of the Arts	566	100%	545	100%	506	91%
Dunbar High School	288	47%	320	48%	355	55%
Eastern High School	478	62%	468	63%	484	61%
Eaton Elementary School	185	39%	156	33%	138	30%
Eliot-Hine Middle School	164	81%	148	64%	162	62%
Excel Academy	-	-	469	100%	443	98%
Garfield Elementary School	101	34%	86	30%	98	34%
Garrison Elementary School	151	60%	165	60%	164	57%
H.D. Cooke Elementary School	182	45%	177	46%	182	45%
H.D. Woodson High School	131	27%	132	29%	142	31%
Hardy Middle School	288	73%	287	64%	239	51%
Hart Middle School	81	24%	91	25%	68	16%
Hearst Elementary School	129	41%	103	31%	89	26%
Hendley Elementary School	68	18%	60	16%	47	13%
Houston Elementary School	120	45%	125	45%	123	45%
Hyde-Addison Elementary School	242	76%	280	80%	239	63%
Ida B. Wells Middle School	-	-	-	-	71	38%
Inspiring Youth Program	40	100%	32	100%	43	98%
J.O. Wilson Elementary School	371	73%	327	69%	321	69%
Janney Elementary School	62	8%	50	7%	33	4%
Jefferson Middle School Academy	220	70%	213	62%	208	59%
Johnson Middle School	109	43%	101	37%	85	25%
Kelly Miller Middle School	77	20%	99	21%	99	18%
Ketcham Elementary School	144	46%	115	38%	117	36%

Q2 Attachment_SY19-20 Out of Boundary Enrollment to Date

School Name	SY17-18 Audited Enrollment		SY18-19 Audited Enrollment		SY19-20 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Key Elementary School	62	15%	53	13%	51	13%
Kimball Elementary School	97	30%	104	30%	103	26%
King Elementary School	187	54%	178	60%	137	45%
Kramer Middle School	66	34%	63	30%	43	21%
Lafayette Elementary School	111	14%	107	12%	108	11%
Langdon Elementary School	143	44%	149	42%	148	40%
Langley Elementary School	139	51%	139	48%	124	40%
LaSalle-Backus Education Campus	171	47%	170	45%	150	41%
Lawrence E. Boone Elementary School	270	67%	282	66%	268	63%
Leckie Education Campus	364	65%	332	63%	315	64%
Ludlow-Taylor Elementary School	304	73%	227	52%	176	38%
Luke C. Moore High School	251	100%	288	100%	264	95%
MacFarland Middle School	132	100%	146	41%	189	34%
Malcolm X Elementary School @ Green	150	59%	128	53%	131	56%
Mann Elementary School	66	17%	85	21%	77	18%
Marie Reed Elementary School	277	65%	268	61%	278	60%
Maury Elementary School	64	16%	52	13%	59	13%
McKinley Middle School	158	66%	130	56%	140	57%
McKinley Technology High School	620	100%	633	100%	646	99%
Miner Elementary School	157	46%	145	40%	152	41%
Moten Elementary School	158	39%	121	37%	94	33%
Murch Elementary School	130	23%	118	20%	95	15%
Nalle Elementary School	190	49%	156	42%	151	43%
Noyes Elementary School	57	29%	62	28%	66	29%
Oyster-Adams Bilingual School	350	52%	329	47%	318	44%
Patterson Elementary School	137	37%	136	35%	156	39%
Payne Elementary School	176	56%	184	53%	175	55%
Peabody Elementary School (Capitol Hill Cluster)	40	18%	38	17%	26	12%
Phelps Architecture, Construction and Engineering High School	260	100%	265	100%	249	97%
Plummer Elementary School	162	43%	125	38%	122	43%
Powell Elementary School	265	48%	257	48%	245	46%
Randle Highlands Elementary School	182	56%	182	55%	177	51%
Raymond Education Campus	275	47%	275	49%	244	47%
River Terrace Education Campus	137	100%	131	100%	127	98%
Ron Brown College Preparatory High School	209	100%	261	100%	246	98%
Roosevelt High School	264	38%	269	42%	340	44%
Roosevelt STAY High School	515	100%	648	100%	743	98%
Ross Elementary School	46	26%	44	23%	31	18%
Savoy Elementary School	84	31%	94	35%	102	38%
School Without Walls @ Francis-Stevens	306	65%	283	60%	274	51%
School Without Walls High School	592	100%	592	100%	587	99%
School-Within-School @ Goding	308	100%	313	100%	311	98%
Seaton Elementary School	237	64%	255	65%	234	59%
Shepherd Elementary School	208	57%	177	47%	172	46%
Simon Elementary School	96	35%	84	35%	89	35%
Smothers Elementary School	115	46%	109	44%	113	46%
Sousa Middle School	73	32%	79	33%	83	29%
Stanton Elementary School	227	46%	203	43%	173	40%
Stoddert Elementary School	88	20%	70	15%	110	22%
Stuart-Hobson Middle School (Capitol Hill Cluster)	315	75%	310	68%	317	65%
Takoma Education Campus	200	42%	196	39%	189	36%
Thomas Elementary School	111	29%	94	26%	79	24%
Thomson Elementary School	133	43%	141	43%	137	43%

Q2 Attachment_SY19-20 Out of Boundary Enrollment to Date

School Name	SY17-18 Audited Enrollment		SY18-19 Audited Enrollment		SY19-20 Reported Enrollment	
	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary	Count Out-of-Boundary	Percent Out-of-Boundary
Truesdell Education Campus	289	41%	213	35%	210	37%
Tubman Elementary School	232	43%	234	43%	218	39%
Turner Elementary School	146	32%	164	33%	173	34%
Tyler Elementary School	409	78%	383	75%	369	70%
Van Ness Elementary School	68	32%	64	24%	58	18%
Walker-Jones Education Campus	172	40%	154	40%	149	36%
Washington Metropolitan High School	195	100%	136	100%	151	96%
Watkins Elementary School (Capitol Hill Cluster)	288	67%	291	66%	271	61%
West Education Campus	158	48%	146	43%	151	44%
Wheatley Education Campus	137	42%	113	36%	158	45%
Whittier Education Campus	119	37%	131	37%	138	38%
Woodrow Wilson High School	750	41%	676	38%	669	36%
Youth Services Center	52	100%	31	100%	28	78%

School Name	School Code	FY17 Units Claimed	FY17 Paid Percentage	FY18 Units Claimed	FY18 Paid Percentage	FY19 Units Claimed
Aiton ES	202	1943	70%	3329	65%	1793
Amidon-Bowen ES	203	5671	67%	7453	69%	4018
Bancroft ES	204	3884	70%	5185	67%	2850
Barnard ES	205	5741	69%	6223	67%	7548
Beers ES	206	9170	69%	12425	68%	6882
Brent ES	212	365	68%	1089	64%	604
Brightwood EC	213	3625	64%	5105	63%	2706
Bunker Hill ES	219	975	71%	1005	76%	827
Burroughs ES	220	4101	69%	5473	69%	2849
Burrville ES	221	1663	71%	2272	69%	995
Cleveland ES	224	2114	70%	2608	68%	962
H.D. Cooke ES	227	1536	69%	2092	65%	2338
Drew ES	231	2544	67%	2568	69%	1617
Eaton ES	232	291	74%	672	51%	534
Garfield ES	238	2210	70%	2838	68%	3024
Garrison ES	239	4152	70%	6498	68%	4043
Hardy MS	246	1299	65%	1248	69%	822
C.W. Harris ES	247	5785	72%	8598	66%	4416
Hendley ES	249	2361	69%	5252	62%	3903
Houston ES	251	4525	65%	7056	69%	5108
Hyde-Addison ES	252	126	70%	507	71%	251
Janney ES	254	345	64%	273	54%	231
Ketcham ES	257	2397	70%	3643	62%	2003
Hearst ES	258	2830	65%	4152	66%	2319
Kimball ES	259	2608	70%	4217	67%	2580
Lafayette ES	261	923	68%	1228	78%	508
Langdon ES	262	1218	70%	1922	67%	1855
LaSalle-Backus EC	264	4313	71%	4830	69%	3140
Leckie EC	266	1594	64%	3323	69%	2116
Ludlow-Taylor ES	271	6213	67%	6297	69%	4408
Key ES	272	183	70%	557	71%	479
Mann ES	273	834	70%	807	69%	374
Maury ES	274	295	70%	1379	58%	834
Miner ES	280	5017	70%	6427	62%	4210
Marie Reed ES	284	1536	70%	2505	72%	1889
Moten ES	285	3148	70%	4265	65%	3424
Murch ES	287	2088	72%	1672	75%	907
Nalle ES	288	2609	74%	3274	60%	1050
Noyes ES	290	3724	66%	3791	65%	3597
Orr ES	291	2173	34%	4680	68%	2924
Oyster-Adams Bilingual	292	3462	69%	5335	69%	2911
Patterson ES	294	7080	70%	7883	67%	4963
Payne ES	295	2535	69%	5649	68%	3162
Bruce-Monroe ES @ Park View	296	4484	69%	3871	68%	2585
Plummer ES	299	4949	70%	8067	69%	4582
Powell ES	300	1588	66%	4415	60%	2422
Peabody ES (Capitol Hill Clus)	301	355	70%	288	76%	167
Raymond EC	302	3153	65%	3461	71%	3224
River Terrace	304	11491	66%	11608	67%	8472
Ross ES	305	214	70%	288	66%	179
Savoy ES	307	1292	71%	2318	67%	1730
Malcolm X ES @ Green	308	2246	68%	3346	67%	2638
Seaton ES	309	4115	66%	7330	69%	4561
Shepherd ES	313	477	66%	522	66%	216
Simon ES	315	1375	66%	2692	72%	1784
Randle Highlands ES	316	1305	70%	2594	67%	1736
Stanton ES	319	2584	70%	5810	68%	3483
Stoddert ES	321	371	56%	679	33%	247
Smothers ES	322	2640	71%	4682	69%	3567

School Name	School Code	FY17 Units Claimed	FY17 Paid Percentage	FY18 Units Claimed	FY18 Paid Percentage	FY19 Units Claimed
Takoma EC	324	4263	68%	6107	68%	2972
Thomas ES	325	6110	73%	7186	64%	5354
Thomson ES	326	1659	67%	2393	65%	1305
Truesdell EC	327	4229	69%	5726	68%	3371
Tubman ES	328	5785	71%	8966	67%	5786
Turner ES	329	4070	69%	9507	67%	6571
Tyler ES	330	5329	70%	6163	69%	5500
Van Ness ES	331	155	70%	805	62%	289
Walker-Jones EC	332	7708	70%	8863	68%	5826
Watkins ES (Capitol Hill Clus)	333	1282	71%	1998	60%	1345
Wheatley EC	335	2046	70%	3616	67%	2295
West EC	336	1233	66%	1894	72%	1204
Whittier EC	338	6215	61%	6935	62%	4312
J.O. Wilson ES	339	3592	68%	5425	58%	3795
King, M.L. ES	344	1555	70%	3013	66%	2052
Brookland MS	347	1806	70%	1801	70%	1080
Dorothy I. Height ES	349	3092	71%	4430	66%	3171
Cap Hill Montessori @ Logan	360	310	65%	1005	69%	654
Langley ES	370	4404	71%	10354	65%	4781
Browne EC	404	2637	68%	3741	64%	3271
Deal MS	405	1466	72%	1638	73%	1049
Eliot-Hine MS	407	2965	68%	4143	64%	1562
SWW @ Francis Stevens	409	2776	69%	3810	70%	1636
Hart MS	413	4738	72%	3996	67%	1928
Johnson, John Hayden MS	416	1573	71%	1877	69%	1032
Kramer MS	417	1874	70%	2098	58%	1097
MacFarland MS	420	663	71%	854	70%	359
Kelly Miller MS	421	2879	75%	4095	68%	2155
Sousa MS	427	1490	74%	2103	69%	1028
Stuart-Hobson MS	428	2061	72%	2618	67%	1310
Jefferson MS Academy	433	2673	68%	3581	68%	1498
McKinley MS	435	2095	72%	3483	69%	1240
Ron Brown High School	436	745	69%	828	76%	300
Columbia Heights EC (CHEC)	442	3052	66%	3848	64%	1676
Anacostia HS	450	4204	71%	3116	70%	1446
Ballou HS	452	5731	71%	5352	67%	2013
Cardozo EC	454	7152	68%	8227	69%	4253
Coolidge HS	455	2052	71%	1965	73%	1285
Roosevelt STAY @ MacFarland	456	160	67%	113	62%	35
Eastern HS	457	5857	73%	6163	61%	2220
McKinley Technology HS	458	747	70%	1097	75%	572
Roosevelt High School	459	2895	67%	2754	73%	1470
Ballou STAY	462	219	58%	213	66%	60
Wilson HS	463	2921	68%	2842	71%	1288
Woodson, H.D. HS	464	3613	74%	3875	70%	1355
Tuition Grant-DCPS Non Public	465	804	73%	2627	61%	1210
Dunbar HS	467	3171	71%	2400	69%	691
Ellington School of the Arts	471	283	66%	450	72%	210
Residential Schools	472	305	65%	318	68%	259
Washington Metropolitan HS	474	549	73%	184	70%	26
Phelps ACE HS	478	440	73%	534	58%	289
Youth Services Center	861	1000	69%	1121	56%	516
Luke Moore Alternative HS	884	285	72%	67	68%	26
School-Within-School @ Goding	943	2598	71%	5138	68%	3508
CHOICE Academy @ Washington Met	947	103	70%	59	67%	20
Inspiring Youth Program	950	347	63%	117	67%	28
Early Stages @ Walker Jones EC	6000	488	64%	35555	63%	55142
Private School Enrollment(PRO)	7000	317	57%	617	54%	644
Resolution	8100	18	70%	#N/A	#N/A	4

Q4 Attachment_FY18-20 Medicaid Billing

Procedure Code & Description	Amount Billed	Amount Paid
92508 - Group therapy session - Speech Therapy	\$ 7,267,373.76	\$ 5,080,119.05
97530 - OT Dynamic therapeutic activities, ...	\$ 4,057,519.77	\$ 2,802,938.22
92507 - Individual therapy session - Speech ...	\$ 3,183,198.79	\$ 2,178,130.63
96101 - Psych testing, per hour. Exam and ...	\$ 2,977,140.00	\$ 1,581,348.97
97150 - OT Therapeutic procedure, group	\$ 2,630,347.52	\$ 1,827,134.31
H0004 - Group behavioral counseling therapy	\$ 2,004,467.27	\$ 1,395,615.44
H0004 - Individual behavioral counseling therapy	\$ 1,781,344.13	\$ 1,249,191.17
90853 - Group psychotherapy	\$ 1,283,869.44	\$ 891,149.20
97530 - PT Dynamic therapeutic activities, ...	\$ 1,164,928.41	\$ 792,399.80
90834 - Psychotherapy, 45 minutes with Patient ...	\$ 832,668.72	\$ 581,401.68
92523 - Speech/hearing evaluation	\$ 820,402.44	\$ 448,065.31
90832 - Psychotherapy, 30 Minutes with Patient ...	\$ 569,136.15	\$ 397,857.04
97168 - Occupational therapy re-evaluation	\$ 221,411.52	\$ 22,814.44
90837 - Psychotherapy, 60 minutes with Patient ...	\$ 158,322.04	\$ 110,090.21
92507 - Individual therapy session - Audiology	\$ 128,594.92	\$ 85,899.03
97166 - Occupational therapy evaluation	\$ 81,832.44	\$ 4,968.80
97162 - Physical therapy evaluation	\$ 41,542.08	\$ 2,912.39
97150 - PT Therapeutic procedure, group	\$ 41,227.52	\$ 28,414.24
97164 - Physical therapy re-evaluation	\$ 36,350.16	\$ 4,256.57
97003 - Occupational therapy evaluation	\$ 7,612.32	\$ 5,328.64
H0004 - Individual behavioral counseling therapy	\$ 3,722.81	\$ 2,605.94
97001 - Physical therapy evaluation	\$ 3,461.84	\$ 2,423.28
97004 - Occupational therapy re-evaluation	\$ 1,908.72	\$ 1,336.10
H0004 - Group behavioral counseling therapy	\$ 163.64	\$ 114.55
92508 - Group therapy session - Audiology	\$ 79.68	\$ 55.78

Q4 Attachment_FY1-20 Medicaid Billing

Procedure Code & Description	Amount Billed	Amount Paid
92508 - Group therapy session - Speech Therapy	\$ 5,476,008.00	\$ 3,842,460.67
97530 - OT Dynamic therapeutic activities, ...	\$ 3,009,798.45	\$ 2,008,279.07
92507 - Individual therapy session - Speech ...	\$ 2,268,086.97	\$ 1,594,822.35
97150 - OT Therapeutic procedure, group	\$ 1,897,775.36	\$ 1,324,308.02
96101 - Psych testing, per hour. Exam and ...	\$ 1,740,942.50	\$ 1,078,785.50
H0004 - Group behavioral counseling therapy	\$ 1,047,296.00	\$ 755,372.57
90853 - Group psychotherapy	\$ 893,410.56	\$ 634,549.48
92523 - Speech/hearing evaluation	\$ 808,928.28	\$ 497,786.65
H0004 - Individual behavioral counseling therapy	\$ 791,117.58	\$ 565,836.38
97530 - PT Dynamic therapeutic activities, ...	\$ 603,716.04	\$ 409,068.57
90834 - Psychotherapy, 45 minutes with Patient ...	\$ 566,725.41	\$ 411,350.94
96131 - Psychological testing evaluation ...	\$ 508,167.00	\$ 302,974.87
90832 - Psychotherapy, 30 Minutes with Patient ...	\$ 372,517.20	\$ 269,037.34
97168 - Occupational therapy re-evaluation	\$ 269,129.52	\$ 31,597.34
97166 - Occupational therapy evaluation	\$ 159,858.72	\$ 17,040.86
92507 - Individual therapy session - Audiology	\$ 104,157.14	\$ 71,948.37
90837 - Psychotherapy, 60 minutes with Patient ...	\$ 100,877.76	\$ 70,124.31
96130 - Psychological testing evaluation ...	\$ 56,463.00	\$ 33,663.47
97150 - PT Therapeutic procedure, group	\$ 45,116.16	\$ 29,683.84
97162 - Physical therapy evaluation	\$ 25,963.80	\$ 3,360.45
97164 - Physical therapy re-evaluation	\$ 24,233.44	\$ 3,136.42
H0004 - Individual behavioral counseling therapy	\$ 736.38	\$ 515.47

Q4 Attachment_FY18-20 Medicaid Billing

Procedure Code & Description	Amount Billed	Amount Paid
92508 - Group therapy session - Speech Therapy	\$ 1,506,509.76	\$ 899,466.97
97530 - OT Dynamic therapeutic activities, ...	\$ 663,666.12	\$ 373,588.21
92507 - Individual therapy session - Speech ...	\$ 622,451.61	\$ 332,931.98
97150 - OT Therapeutic procedure, group	\$ 528,656.64	\$ 311,728.59
96131 - Psychological testing evaluation ...	\$ 346,477.50	\$ 158,994.43
H0004 - Group behavioral counseling therapy	\$ 218,173.03	\$ 141,196.33
92523 - Speech/hearing evaluation	\$ 183,586.56	\$ 86,247.33
H0004 - Individual behavioral counseling therapy	\$ 181,926.77	\$ 117,921.93
96101 - Psych testing, per hour. Exam and ...	\$ 166,822.50	\$ 26,948.25
90853 - Group psychotherapy	\$ 147,389.76	\$ 99,621.84
90834 - Psychotherapy, 45 minutes with Patient ...	\$ 127,886.49	\$ 90,103.44
97530 - PT Dynamic therapeutic activities, ...	\$ 108,074.07	\$ 56,180.13
90832 - Psychotherapy, 30 Minutes with Patient ...	\$ 71,725.50	\$ 48,736.97
97166 - Occupational therapy evaluation	\$ 66,607.80	\$ 6,903.26
97168 - Occupational therapy re-evaluation	\$ 49,626.72	\$ 15,396.84
96130 - Psychological testing evaluation ...	\$ 38,497.50	\$ 17,665.83
92507 - Individual therapy session - Audiology	\$ 23,488.74	\$ 14,591.37
90837 - Psychotherapy, 60 minutes with Patient ...	\$ 20,315.66	\$ 14,361.12
97162 - Physical therapy evaluation	\$ 10,385.52	\$ 1,211.64
97150 - PT Therapeutic procedure, group	\$ 5,118.72	\$ 2,249.78
H0004 - Individual behavioral counseling therapy	\$ 163.64	\$ 114.55



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

August 2011

Guidelines for Physical Restraint and Seclusion

Guidelines for Physical Restraint and Seclusion

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Purpose

The District of Columbia Public Schools (DCPS) believes that social and emotional skills form a foundation for young people's success not just in school, but also as healthy and caring adults, productive workers, and engaged citizens. Positive student behavior in school is directly connected to increased motivation, efficient academic learning, high achievement, diminished disciplinary action, and increased graduation rates. Further, all students and school personnel in DCPS have the right to work and learn in a safe school environment. Implementation of a school-wide systematic approach to positive student behavior will improve overall school safety, will minimize the need for the use of restraint and seclusion, and ensure that it is only used as a last resort in an emergency situation. The purpose of these policies is to ensure that all students and staff are safe in school, and that students who may have a behavior crisis are free from inappropriate use of physical restraint or seclusion. These guidelines apply to all students in DCPS.

Positive Behavior Support

DCPS will implement school-wide programs and services that teach, reinforce and monitor positive behavior to create a school climate that is highly conducive to learning.

1. Each school will establish practices that have the goal of making the school climate and environment welcoming and supportive of learning, and will promote the recognition and reinforcement of appropriate student behavior.

2. It is expected that school staff will implement more intensive interventions if students are not responsive to the school's primary plan. These secondary and tertiary interventions can include social skills groups or the Behavior Education Program (BEP; Crone, Horner, & Hawken, 2004) for multiple individuals. Examples of secondary interventions include: small group instruction in social skills (e.g., Gresham, Van, & Cook, 2006), check-in and check-out (CICO) procedures (e.g., Fairbanks, Sugai, Guardino, & Lathrop, 2007), self-monitoring (Lane, Menzies, Bruhn & Crnabori, 2010) and literacy training (e.g., Lane, Wehby, et al., 2002). Tertiary-level support is often highly individualized (and resource intensive). Tertiary academic interventions are designed to address an individual's specific learning deficits (Hawken, Vincent & Schumann, 2008). Tertiary behavioral interventions are often in the form of a Behavior Intervention Plan (BIP) and other individualized interventions.

3. When personnel in any school for which DCPS is the LEA recognizes student behavior that is likely to lead to behavior that will be dangerous to the point of causing injury to someone, DCPS will immediately take steps to protect all concerned and will conduct a functional behavior assessment and develop a positive behavior plan including a plan for adjusting the antecedents and teaching replacement behaviors.
 - i. The plan will be developed in cooperation with the parent or guardian.
 - ii. This will occur whether or not the student is eligible for special education.

Definitions

A. **Chemical Restraint.** Use of medications to control behavior.

B. **Crisis Intervention Training.** Training provided to school personal who deal with aggressive, violent or out of control behavioral crises. It includes specific techniques for physical restraint and seclusion. The curriculum is evidenced based and aligns with best practices in behavior and crisis management. Training should include detection and signs of medical distress. The training results in certification by the program.

C. **De-Escalation.** Causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

D. **Functional Behavioral Assessment.** The assessment process includes the gathering information that can be used to hypothesize about the function of an individual's behavior. The analysis provides the information necessary to develop a behavior intervention plan.

E. **Mechanical restraint.** Use of any device or object (e.g., tape, ropes, straps, weights, weighted blankets) to limit an individual's body movement to prevent or manage out-of-control behavior.

F. **Physical restraint.** Any method of one or more persons restricting another person's freedom of movement, physical activity or normal access to his/her body.

G. **Prone physical restraint.** The individual is being held face down.

H. **Seclusion.** Individual is placed in a location where he or she is alone, and where he or she is physically prevented from leaving that environment.

I. **SEDS.** Special Education Data System. Also known as Easy IEP. SEDS is a comprehensive data system designed to support seamless service delivery for children with disabilities. The Office of the State Superintendent of Education for the District of Columbia (OSSE) has mandated SEDS use by all local education agencies for Individualized Education Program development, management, and historical record keeping.

J. **Supine physical restraint.** When an individual is face up on their back on a horizontal surface such as the floor.

Conditions for Appropriate Restraint and Seclusion

DCPS provides training for all staff on verbal de-escalation procedures, the dangers of restraint and seclusion, and procedures for contacting fully trained and certified staff when behavioral crises occur. Each school will maintain a core group of appropriate personnel trained and “certified” in crisis intervention techniques, which will include the use of physical restraint and seclusion procedures.

The District of Columbia Public School authorizes staff members to use physical restraints and seclusion in limited situations. The restraints and the use of seclusion may only be used under the circumstances specified in these policies. Physical restraint is appropriate only when a student is displaying physical behavior that presents imminent risk of injury to the student or others.

Conditions for the use of physical restraint

1. The student is demonstrating the intent and the ability to cause injury within a matter of minutes.
2. Physical restraint should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
3. Physical restraint should only be employed by staff members who have received specific district approved crisis intervention training in the use of physical restraint procedures. In an exigent or unforeseen emergency an untrained staff member can intervene. If an untrained staff member intervened then they must complete the training within 90 days.
4. A physical restraint of a student should be conducted in a manner consistent with the techniques prescribed in a DCPS approved crisis intervention training program.
5. Physical restraint should last only as long as the risk of imminent injury is present. Typically, physical restraint should not last longer than a few minutes.
6. The degree of physical restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
7. Mechanical and chemical restraints are not authorized in school.
8. Prone or Supine forms of physical restraint are not authorized.
9. For the purposes of this policy physical restraint does not include:
 - a. Taking away a weapon (such as a knife or gun)
 - b. Breaking up a fight
 - c. Physical prompts provided in the course of instruction.

Guidelines for Physical Restraint and Seclusion

10. The use of physical restraint should not be included in a student's IEP, in the Behavior Intervention Plan, or other educational planning documents.

When Physical Restraint Procedures Should Not Be Employed:

1. Physical restraint is not appropriate without imminent risk of injury to someone.
2. A verbal threat or verbally aggressive behavior does not itself indicate a substantial risk of injury, and should not result in restraint.
3. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
4. When known medical or physical condition of the student would make the restraint procedures dangerous for that student (e.g. individuals with heart or circulatory conditions, asthma, etc.) they should not be employed.
5. Restraint should never be used as a punishment or to force compliance with staff commands.

Conditions for Appropriate Use of Seclusion

1. Seclusion is appropriate only when a student is displaying physical behavior that presents imminent risk of injury to the student or others.
2. Seclusion should only be employed as a last resort after other methods of de-escalating a dangerous situation have been attempted without success.
3. Seclusion should only be used as long as the threat of imminent injury is present and should be discontinued when the student is no longer a threat to others.
4. Staff must maintain continuous visual and auditory monitoring of the student.
5. The use of a mechanical locked door is prohibited. The staff member can hold a door closed. When the staff member is not holding the door closed it will automatically release.
6. Seclusion should only be employed by staff members who have received specific DCPS approved crisis intervention training in the use of seclusion procedures.
7. Seclusion can only be used when the student can be safely transported to the seclusion environment by trained staff members using appropriate techniques based on crisis intervention training.
8. The use of seclusion should not be included in a student's IEP or Behavior Intervention Plan.

Guidelines for Physical Restraint and Seclusion

9. All seclusion environments should be inspected annually by fire or safety inspectors and for adherence to regulations affecting school safety codes. Seclusion environments should:
 - a. Be of reasonable size permitting individuals to lie or sit down.
 - b. Have adequate ventilation including heat and air conditioning as appropriate.
 - c. Have adequate lighting.
 - d. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass.
 - e. Permit direct continuous visual and auditory monitoring of the student.
 - f. Meet current fire and safety codes.

Reporting and Documentation Requirements

Procedures for documenting and reporting the use of physical restraint or seclusion

A. Immediately after the use of physical restraint and/or seclusion, a staff member not involved with the incident shall examine the student to ascertain if any injury has been sustained during the restraint or seclusion.

B. The building administrator or designee will verbally notify the parent/guardian as soon as possible that the student was subjected to restraint or seclusion, how long it lasted, where it occurred, and who was involved. This notification must occur immediately following the restraint or seclusion, but no later than one hour following the initiation of the restraint or seclusion and must be documented in the student's behavior tracking system (STARS). If the student is identified or suspected of having a disability, then this should also be documented in the SEDS communication log.

C. The individuals involved with the incident shall complete a written report as soon as possible after the incident. All use of physical restraint or seclusion procedures must be documented on an incident report within one school day.

1. The building administrator or designee will send a copy of the written report to the parent or guardian within one school day following the use of restraint or seclusion, and will place a copy of the report in the student's record.

2. A copy of the incident report must be sent to the Instructional Superintendent or designee.

D. Within five days of the incident all of the individuals who were involved along with other team members should meet. For individuals who are not eligible for special education services, a student support team (SST) meeting must be held. For individuals who are eligible for special education services or may be suspected of having a disability, the IEP team must meet to discuss the restraint or seclusion and how to prevent it in the future. All meetings must be documented through the use of sign in sheets and meeting notes. Meeting sign in sheets and notes must be documented in the SST tracker and/or SEDS.

References

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- Fairbanks, S., Sugai, G., Guardino, D., & Lathrop, M. (2007). Response to intervention: examining classroom behavior support in second grade. *Exceptional Children, 73*, 288-310.
- Gresham, F. M., Van, M. B., & Cook, C. R. (2006). Social skills training for teaching replacement behaviors: remediating acquisition deficits in at risk students. *Behavioral Disorders, 32*, 363-377.
- Hawken, L. S., Vincent, C. G., & Schumann, J. (2008). Response to intervention for social behavior: Challenges and opportunities. *Journal of Emotional and Behavioral Disorders, 16*, 213-225.
- Lane, K. L., Menzies, H. M., Bruhn, A. L., & Crnabori, M. (2010). *Managing challenging behaviors in schools: Research based strategies that work*. New York: The Guilford Press.
- Lane, K. L., Wehby, J. H., Menzies, H. M., Gregg, R. M., Doukas, G. L., & Munton, S. M. (2002). Early literacy instruction for first-grade students at-risk for antisocial behavior. *Education and Treatment of Children, 25*, 438-458.

2. Contract Number CW52393	3. Effective Date July 9, 2017	4. Requisition/Purchase Request/Project No.
5. Issued By: Office of Contracting and Procurement 441 4 th Street, NW, Suite 700 South Washington, D.C. 20001		6. Administered by (If other than line 5) Metropolitan Police Department School Safety Division, Contract and Compliance Unit 5002 Hayes Street, N.E. Washington, DC 20019

7. Name and Address of Contractor (No. street, city, county, state and Zip Code) Security Assurance Management Inc. 910 17 th Street, N.W., Suite 220 Washington, DC 20006		8. Delivery <input type="checkbox"/> FOB Origin <input checked="" type="checkbox"/> Other (See Schedule Section F)
9. Discount for prompt payment		10. Submit invoices to the Address shown in (2 copies unless otherwise specified) - N/A
Duns No. 82-642-7957	FEIN 52-1850187	Code


11. Ship to/Mark For N/A	Code	12. Payment will be made by Metropolitan Police Department Chief Financial Officer Accounts Payable 300 Indiana Avenue, N.W., Room 4106 Washington, DC 20001
13. Remit Address: SAME AS Section 7		14. Accounting and Appropriation Data ENCUMBRANCE CODE:

15A. Item	15B. Supplies/Services	15C. Est. Qty	15D. Unit	15E. Unit Price	15F. Amount
0001	Security Guard I Services	478,514.25		\$35.22	\$16,853,271.88
0002	Security Guard II Services	65,407.45		\$48.04	\$3,142,173.89
Total Estimated Contract Amount					\$10,995,445.77

16. Table of Contents						
(X)	Section	Description	Page	(X)	Section	Page
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X	B	Supplies or Services & Cost/Price	3	PART III - LIST OF DOCUMENTS, EXHIBITS AND OTHER ATTACHMENTS		
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X	E	Inspection and Acceptance	28		K	60
X	F	Deliveries or Performance	29		L	N/A
X	G	Contract Administration Data	32		M	N/A
X	H	Special Contract Requirements	37			

Contracting Officer will complete item 17 or 18 as applicable

17. <input checked="" type="checkbox"/> CONTRACTOR'S NEGOTIATED AGREEMENT (Contractor is required to sign this document and return (1) copy to issuing office.) Contractor agrees to furnish and deliver all items, perform all the services set forth or otherwise identified above and on any continuation sheets, for the consideration stated herein. The rights and obligations of the parties to this Agreement shall be subject to and governed by the following documents: (a) this award/contract, (b) the solicitation, if any, and (c) such provisions, representations, certifications, and specifications, as are attached or incorporated by reference herein. (Attachments are listed herein.)	18. <input checked="" type="checkbox"/> AWARD Your offer on Solicitation Number <u>DOC 298568</u> including the additions or changes made by which additions or changes are set forth in full above, is hereby accepted as to the items listed above and on any continuation sheets. This award consummates the contract which consists of the following documents: (a) the Government's solicitation and your offer, and (b) this award/contract. No further contractual document is necessary.
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19A. Name and Title of Signer (Type or print) Russell A. Stephens/President	19C. Date Signed 06/14/17	20A. Name of Contracting Officer <i>Yvette Henry</i> (Signature of Contracting Officer)	20C. Date Signed 7/6/17
19B.  (Signature of person authorized to sign)			

SECTION B: CONTRACT TYPE, SUPPLIES OR SERVICES AND PRICE/COST

B.1 INTRODUCTION

The Government of the District of Columbia (District), Office of Contracting and Procurement (OCP), on behalf of the Metropolitan Police Department (MPD) and the District of Columbia Public Schools (DCPS), is seeking a highly skilled and technically proficient security Contractor to provide security services and qualified personnel to protect persons and property at DCPS in accordance with Attachment J.10 of this document

B.2 CONTRACT TYPE

The District contemplates awarding a requirements type contract with fixed hourly rates in accordance with 27 DCMR Chapter 24. The fixed hourly rates shall constitute the entire payment to the Contractor and the Contractor shall perform without any additional compensation.

B.2.1 REQUIREMENTS CONTRACT

The District will purchase its requirements of the articles or services included herein from the Contractor. The estimated quantities stated herein reflect the best estimates available. The estimate shall not be construed as a representation that the estimated quantity will be required or ordered, or that conditions affecting requirements will be stable. The estimated quantities shall not be construed to limit the quantities which may be ordered from the Contractor by the District or to relieve the Contractor of its obligation to fill all such orders.

- a) Delivery or performance shall be made only as authorized in accordance with the Post Orders provided weekly by the Contract Administrator. The District may issue orders requiring delivery to multiple destinations or performance at multiple locations. If the District urgently requires delivery before the earliest date that delivery may be specified under this contract, and if the Contractor shall not accept an order providing for the accelerated delivery, the District may acquire the urgently required goods or services from another source.
- b) There is no limit on the number of orders that may be issued. The District may issue orders requiring delivery to multiple destinations or performance at multiple locations.
- c) Any post order issued during the effective period of this contract and not completed within that period shall be completed by the Contractor within the time specified in the order. The contract shall govern the Contractor's and District's rights and obligations with respect to that order to the same extent as if the order were completed during the contract's effective period; provided that the Contractor shall not be required to make any deliveries under this contract after the contract and/or option expiration.

B.3 PRICE SCHEDULE

B.3.1 BASE YEAR

CLIN	DESCRIPTION OF SERVICES	ESTIMATED LABOR HOURS	LABOR HOURLY RATE*	ESTIMATED AMOUNT
0001	Security Guard Services (Guard I) in accordance with the requirements in Section C.5.1 thru C.5.6.	478,514.25	<u>\$35.22</u>	<u>\$16,853,271.88</u>
0002	Security Guard Services (Guard II) in accordance with the requirements in Section C.5.1 thru C.5.26.	65,407.45	<u>\$48.04</u>	<u>\$ 3,142,173.89</u>
Total Estimated Amount for Guard Services for the Base Year				\$19,995,445.77

* The fixed hourly rates shall be fully loaded and include wages, benefits, overhead, general and administrative expenses and profit.

B.3.2 OPTION YEAR ONE (1)

CLIN	DESCRIPTION OF SERVICES	ESTIMATED LABOR HOURS	LABOR HOURLY RATE*	ESTIMATED AMOUNT
1001	Security Guard Services (Guard I) in accordance with the requirements in Section C.5.1 thru C.5.26	478,514.25	<u>\$36.27</u>	<u>\$17,335,711.84</u>
1002	Security Guard Services (Guard II) in accordance with the requirements in Section C.5.1 thru C.5.26	65,407.45	<u>\$49.48</u>	<u>\$ 3,236,360.62</u>
Total Estimated Amount for Guard Services for the Option Year One (1)				\$20,592,072.46

* The fixed hourly rates shall be fully loaded and include wages, benefits, overhead, general and administrative expenses and profit.

B.3.3 OPTION YEAR TWO (2)

CLIN	DESCRIPTION OF SERVICES	ESTIMATED LABOR HOURS	LABOR HOURLY RATE*	ESTIMATED AMOUNT
2001	Security Guard Services (Guard I) in accordance with the requirements in Sections C.5.1 thru C.5.26	478,514.25	<u>\$37.35</u>	<u>\$17,872,507.23</u>
2002	Security Guard Services (Guard II) in accordance with the requirements in Sections C.5.1 thru C.5.26	65,407.45	<u>\$50.96</u>	<u>\$ 3,333,163.65</u>
Total Estimated Amount for Guard Services for the Option Year Two (2)				\$21,205,670.88

* The fixed hourly rates shall be fully loaded and include wages, benefits, overhead, general and administrative expenses and profit.

B.3.4 OPTION YEAR THREE (3)

CLIN	DESCRIPTION OF SERVICES	ESTIMATED LABOR HOURS	HOURLY LABOR RATE	ESTIMATED AMOUNT
3001	Security Guard Services (Guard I) in accordance with the requirements in Sections C.5.1 thru C.5.26	478,514.25	<u>\$38.47</u>	<u>\$18,408,443.19</u>
3002	Security Guard Services (Guard II) in accordance with the requirements in Sections C.5.1 thru C.5.26	65,407.45	<u>\$52.48</u>	<u>\$ 3,432,582.97</u>
Total Estimated Amount for Guard Services for the Option Year Three (3)				\$21,841,026.16

* The fixed hourly rates shall be fully loaded and include wages, benefits, overhead, general and administrative expenses and profit.

B.3.5 OPTION YEAR FOUR (4)

CLIN	DESCRIPTION OF SERVICES	ESTIMATED LABOR HOURS	HOURLY LABOR RATE	AMOUNT
4001	Security Guard Services (Guard I) in accordance with the requirements in Section C.5.1 thru C.5.26	478,514.25	<u>\$39.62</u>	<u>\$18,958,734.58</u>
4002	Special Police Officer (SPO) (Guard II, Unarmed) in accordance with the requirements in Section C.5.1 thru C.5.26	65,407.45	<u>\$54.05</u>	<u>\$ 3,535,272.67</u>
Total Estimated Amount for Guard Services for the Option Year Four (4)				\$22,494,007.25

* The fixed hourly rates shall be fully loaded and include wages, benefits, overhead, general and administrative expenses and profit.

B.4 An Offeror responding to this solicitation which is required to subcontract shall be required to submit with its proposal, any subcontracting plan required by law. Proposals responding to this RFP may be rejected if the Offeror fails to submit a subcontracting plan that is required by law. For contracts in excess of \$250,000, at least 35% of the dollar volume of the contract shall be subcontracted in accordance with section H.9.

A Subcontracting Plan form is available at <http://ocp.dc.gov>, click on "Required Solicitation Documents".

SECTION C: SPECIFICATIONS/WORK STATEMENT

C.1 SCOPE:

The District of Columbia Government (District), Office of Contracting and Procurement (OCP), on behalf of the Metropolitan Police Department (MPD) and the District of Columbia Public Schools (DCPS) requires a Contractor to provide security services to approximately 125 schools in the DCPS system. The Contractor shall provide school security services to promote safety and protect DCPS students, employees and property as detailed in the requirements of this document.

C.2 APPLICABLE DOCUMENTS

The following documents are applicable to this procurement and are hereby incorporated by this reference:

#	TYPE	TITLE	DATE/ VERSION
1	D.C. Municipal Regulations	District of Columbia Municipal Regulations, Title 6A, Chapter 11 and Title 17 Chapters 20 and 21 Available at: http://os.dc.gov/os/cwp/view,a.1207,q.639817.asp	June 2007
2	D.C. Law	Council of the District of Columbia, "Enhanced Professional Security Amendment Act of 2008" Available at: http://www.dccouncil.us/images/00001/20080122101252.pdf	Most Recent
3	D.C. Municipal Regulations	Special Police Officer's Commission DC Police Department – Security Officer's Management Branch (SOMB), which utilizes District of Columbia Municipal Regulations, Title 6A, Chapter 11 Available at: http://os.dc.gov/os/cwp/view,a.1207,q.639817.asp	Most Recent
4	D. C. Municipal Regulations establishing requirements for personnel with working children	DC Law 15-353, "Child and Youth, Safety and Health Omnibus Amendment Act of 2004, as amended Available at: Office of Documents and Administrative Issuance; 441 4 th Street, NW, Room 520, Washington, DC 20001	Most Recent
5	D.C. Municipal Regulations	District of Columbia Municipal Regulations, Title 5, Chapter 2503 Available at: http://os.dc.gov/os/frames.asp?doc=/os/lib/os/info/odai/title_5/25.pdf	Most Recent

C.3 DEFINITIONS

These terms when used in this RFP have the following meanings:

- C.3.1 **After Care School Hours:** The hours from 3:30 p.m. to 7:00 p.m., Monday through Friday, at each school where aftercare services are provided.
- C.3.2 **Before School Hours:** The hours from 6:30 a.m. to 8:00 a.m., Monday through Friday, at each school where before school services are provided.
- C.3.3 **Contract Administrator (CA):** The designated MPD representative responsible for ensuring that the work of the contractor conforms to the requirements of the contract and for advising the Contracting Officer (CO) accordingly.
- C.3.4 **Director School Security:** The individual in charge of the school security functions within DCPS.
- C.3.5 **Emergency occurrences:** Serious disruptions erupting in or around the school, including, but not limited to, flood or other severe weather conditions, epidemic, riot, equipment failure, or other exigent situations.
- C.3.6 **Extended School Year:** Additional days that designated schools operate beyond the traditional number of school days as stipulated in the J.10
- C.3.7 **Fixed Post:** One specific location (post) in the school buildings to which an officer is assigned.
- C.3.8 **Incident Report:** A written report, prepared by security personnel documenting all incidents occurring in their respective schools.
- C.3.9 **Incident Response:** Actions a security officer in response to incidents occurring within and around schools such as fights and injuries.
- C.3.10 **Open Post:** An instance in which a request for security services is not provided during the hours and dates requested in accordance to the contract requirements.
- C.3.11 **On-site Security:** Security services performed on District of Columbia Public Schools property.
- C.3.12 **Post Orders:** Written documents that describe the security functions to be performed at each post on each shift at each facility.
- C.3.13 **Regular Schools Hours:** The hours from 7:30 a.m. to 4:30 p.m., Monday through Friday, for all schools.

- C.3.14 Roving Patrols:** Officers walking within and around a school campus checking for disorder and any suspicious activity, package or weapon.
- C.3.15 Security Officers (SO),** also known as **Guard I:** An unarmed security guard licensed by MPD, with at least two (2) years of experience, who is charged with preventing and responding to threats or crimes against students, staff and property.
- C.3.16 Security Orders:** The written policies and procedures that govern school security operations and are provided by the MPD or by the Contractor and approved by MPD. These include, but are not limited to, citywide procedures and specific guidelines for each facility.
- C.3.17 Special Activity:** Any organization function in DCPS facilities, such as athletic events, Parent Teachers Association (PTA) meetings, student groups, community/nonprofit associations meetings, ANC meetings, town hall meetings, church and religious organizations events, elections.
- C.3.18 Special Police Officers (SPO),** also known as **Guard II:** Unarmed, commissioned police officers authorized to make arrests whenever the law requires that such action be taken. SO's perform a variety of duties in the prevention of and response to threats or crimes against students, staff and property.
- C.3.19 Temporarily Assigned Staff (TAS):** Security officers assigned to cover will call posts and fill posts vacated by absent employees.
- C.3.20 Will Call Posts:** Posts that are covered, in case of an emergency, on an as needed basis as requested by the CA to the Contractor. Will Call Posts are those locations that are:
- (1) not included in Attachment J.10; and
 - (2) require the Contractor to fill the post with less than four (4) hours' notice; and
 - (3) will not exceed 12 hours in duration.

C.4 BACKGROUND

- C.4.1** The *School Safety and Security Contracting Procedures Act of 2004* mandates the responsibility for security services within District of Columbia Public Schools (DCPS) to be under the authority of the Metropolitan Police Department.
- C.4.2** District of Columbia Public Schools are open 42 of 52 weeks of the year. Students attend school 183 days of the year, teachers 192 days. Additionally, schools are used for before-school breakfast programs, after-school programs, community meetings, summer school, and extracurricular activities. The security services described herein will serve all schools as listed in Attachment J.10.
- C.4.3** For school year 2017-2018, the number of DCPS operated schools will be less than 130. Approximately 50,000 students attend DCPS, including an estimated 27,500 elementary school students, 5,500 middle school students, nearly 13,000 senior high students, and 3,500 other students (i.e., special education schools, STAY programs, and educational centers).

C.5 GENERAL REQUIREMENTS

- C.5.1** The Contractor shall conduct its operations in such a manner as to demonstrate the highest standards of employee professionalism, competency, conduct, cleanliness, appearance, and integrity.
- C.5.2** The Contractor shall prepare specialized reports and other special project documents as required by the CA.
- C.5.3** The Contractor shall assist with enforcing the DCPS standards for student discipline (DC Municipal Regulations Title 5 Chapter 25), order maintenance, reduction of criminal activities and the enhancement of the safety climate at schools.
- C.5.4** Provide Temporary Assigned Personnel (TAS) as described in Sections C.5.10 and C.5.11.3.
- C.5.5** The Contractor shall make bi-lingual or multilingual capabilities in Spanish, Vietnamese, French, Amharic, Chinese, and other languages a plus factor in recruiting and selection. Recruited staff should reflect the city's diverse population.
- C.5.6** The Contractor shall not enter into any agreement to provide security services in any DCPS facility outside of this contract.
- C.5.7** The District reserves the right to provide the Contractor with 2 (two) days advance notice if the hours, days and/or sites change. The security services described herein will serve all schools as listed in Attachment J10.

C.5.8 CONTRACTOR'S TASKS

- C.5.8.1** The Contractor shall provide trained labor, management, supervision, training, and supplies necessary to protect the District Government-owned and leased facilities listed in Attachment J.10, as well as persons working at or visiting those locations, in compliance with all District laws and regulations, including those governing security officers, Special Police Officers, contracting, and working with youth and children.
- C.5.8.2** The District will assign a Contract Administrator (CA) to monitor the Contractor's performance. The Contractor shall receive from the CA or designated Points of Contact at each facility-specific Post Orders upon initial assignment of its employees and whenever amended. In addition to the security services called for under the terms of this document, Post Orders shall be used by contract employees as the required procedures to address specific security concerns at particular Facilities. The Contractor shall review and accept and implement all modifications, amendments and revised to Post Orders from the CA to change shift duties, start and stop times, and post locations provided the change is within the contract scope and has no impact on the contract price. Such changes shall not require modification of the contract.
- C.5.8.3** In general, the Contractor shall:

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- A. Prevent and report safety and security risks, by observing, patrolling, and searching for damage, pilferage, removal, misuse, larceny, theft, or any other improper or unlawful threats to, or disposition of, District or personal property, to the CA and DCPS;
- B. Discover and detain persons attempting to gain unauthorized access to, or having unlawfully entered a property or secured areas; this includes monitoring building intrusion detection systems, conducting roving patrols and any other related duties as determined by the CA;
- C. Control entry and egress access by screening and searching persons and packages coming into District Government schools and buildings to ensure that no unauthorized or illegal property is brought into or removed from such locations;
- D. Provide protection and security services, which may include providing escort services, to all visitors within DPS properties;
- E. Assure that all Contractor personnel shall be in full uniform and ready to begin work promptly at the start of the work shift and remain on the job in full uniform at their posts until the end of the full tour of duty;
- F. Respond as necessary to support other life safety duties as identified in post orders;
- G. Report immediately to the CA and DCPS all potentially hazardous conditions and items in need of repair, such as inoperative lights, locks, security hardware, broken or slippery floor surfaces, and blocked emergency routes or exits; and
- H. Provide assistance as directed by the CA or DCPS in any other emergency incident or situation.

C.5.9 STAFFING AND POST ASSIGNMENTS

- C.5.9.1** The Contractor will assign qualified personnel as needed to manage the contract and supervise the guards in order to ensure the provision of high quality services.
- C.5.9.2** The Contractor shall provide manpower to cover fixed posts in accordance with Attachment J.10, and shall conduct roving patrols in accordance with post orders at each school.
- C.5.9.3** The Contractor shall provide manpower to cover all posts and duty hours as outlined in Attachment J.10, Special Activities and Will Call Posts. Any post duty hours, or portions thereof not covered in accordance with Attachment J.10, Special Activities and Will Call Posts will be deemed an Open Post.
- C.5.9.4** No employee of the Contractor shall provide more than twelve (12) hours of service on one (1) or more posts in a twenty-four (24) hour period unless the work periods are separated by an eight (8) hour non-duty period. This limitation may be waived by the CA in situations he or she deems to constitute an emergency, e.g., severe weather, civil disturbance, or other

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unusual events. The Contractor shall obtain written confirmation of a waiver from the CA for each instance.

- C.5.9.5** The Contractor shall ensure that schools with students whose primary language of communication is not English are staffed with personnel who are conversant in the primary language(s) of said students.
- C.5.9.6** While assigned to a post, the duties of the Contractor's employees shall include, but are not limited to, serving at a fixed post, roving patrols, escorting persons within DCPS property, screening persons, packages, and other items both electronically and physically, if necessary, and helping visitors by answering questions and providing directions and taking appropriate action to ensure the safety of the students, school administration, and visitors. The Contractor shall ensure Post Orders are adhered to at all time. Any deviation from the Post Orders requires a written confirmation of permission from the CA.
- C.5.9.7** The Contractor shall not assign employees who:
- A. Do not meet the minimum qualifications as outlined below in **Section C.5.15**.
 - B. Have not received the minimum training specified in **Section C.5.17**.
 - C. Have not received orientation as specified in **Sections C.5.17.5.2 and C.5.25.1(b)**.
 - D. Have not received their valid commissions or certifications, proper uniforms, or the equipment required to perform as defined in the contract.
- C.5.9.8** All of the Contractor's employees shall report for duty on time, in full uniform, with required licenses and certifications. Any employee violating this section shall be removed from its post until such time as the employee is in compliance with the terms of this clause. The post shall be considered open from the scheduled beginning time of tour of duty until it is properly covered. The Contractor shall immediately provide post coverage upon removal of any employee. The Contractor shall be liable for liquidated damages in accordance with **Section H.14**.
- A. The Contractor shall ensure that security personnel properly record activities in the Activity Log Book located at each post. Log entries shall include, but are not limited to, name, arrival on duty and departure times, and date and time observing any criminal offense, accidents, injuries to persons, damage to property, complaints, or unusual incidents. In the event that the District implements an automated or electronic system to replace the Log Book, the Contractor's employees shall utilize this new process. The Contractor shall immediately provide post coverage upon the removal of any employee. The Contractor shall be liable for liquidated damages for open post in accordance with **Section H.14**.
 - B. Security personnel shall respond to any incidents that threaten the safety and security of DCPS students, employees, visitors, and operations expeditiously. All incidents shall be documented and transmitted in accordance to instructions provided by the CA to DCPS no later than the end of the tour of duty, or by 10:00am the next business day if the incident occurs after regular school hours.

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- C. Security personnel shall transmit in accordance to instructions provided by the CA all incident reports to the DCPS to have the incident entered into the DCPS database.
- D. The Contractor shall ensure that all incident reports and other documents are written clearly, legibly, and accurately. Any report returned for corrections, changes, or signatures must be resubmitted by close of business the same day.
- E. The Contractor shall collect all original reports and documents in an organized manner, store them in accordance with established procedures provided by the CA, and turn them over to the CA monthly or more frequently upon request. All records shall be readily available to MPD and DCPS during the performance of the contract.
- F. The Contractor shall ensure that personnel can operate, monitor, and respond to state-of-the-art technology to include Closed Circuit Television (CCTV), X-ray machines, walk-through and hand-held metal detectors, and egress door alarm systems.
- I. In order to cover for employees who are late reporting for work or who cannot report due to sickness or personal emergency, the Contractor shall provide a number of employees greater than that required for full staffing of all assigned work locations, and hold these in reserve in a designated location within the District of Columbia. Initially, this over supply shall be set at Ten (10) percent of the total number of guards. This percentage may be adjusted in consultation with the CA, as necessary, during the term of the contract. A lapse in coverage will result in the Contractor being liable for liquidated damages.

C.5.9.9 If during a site inspection, it is determined by the CA or the CA's representative that a Contractor's employee assigned to a post does not meet the requirements, as outlined in District of Columbia Municipal Regulations, Title 6A, **Section C.5.15** of this contract, or the Post Orders, or if a post is otherwise not covered or vacant, the post will be considered open (vacant). The CA will issue a written notification to the Contractor and liquidated damages will be assessed in accordance with **Section H.14**.

C.5.9.10 The Contractor shall ensure that relief guards relieve other security employees at their assigned posts for breaks. Each security employee shall receive a break of one half-hour (1/2 hour) each day. The relief guard shall have the same qualifications as the guard being temporarily replaced, and shall take full and complete charge of the duties from the employee he or she relieves, including all Post Orders, the Activity Log Book, and any equipment maintained at the post.

C.5.9.11 If there is a need to change a permanently assigned guard the change will be made within the school without disruption of guards permanently assigned to other school locations.

C.5.9.12 Contractor personnel shall not bring onto or depart from DCPS property with weapons or ammunition without specific written authorization from the MPD Director of School Safety.

C.5.10 **WILL CALL POSTS**

C.5.10.1 All other requests beyond Will Call Posts for security services within the scope of the contract made by the CA will be considered changes to the contract and will be billed at the hourly rate in the contract. When security services are required at Will Call Posts, the Contractor shall have all required employees in place within four (4) hours of notice. These posts shall be covered by the Contractor on an as needed basis with short notice to the Contractor. Payment for services shall begin when an employee reports for duty at a Will Call Post.

C.5.11 **MANAGEMENT SUPERVISION**

C.5.11.1 The Contractor shall provide a Management Plan which includes its post coverage and notification process for staffing deployment to ensure compliance with **Section C.5.9** of this solicitation. Also, the Contractor shall include a retention plan as a part of its management plan. The Management Plan shall become a performance requirement of the contract upon review and acceptance by the District.

C.5.11.2 All deployment schedules shall be provided to the CA monthly, and immediately upon posting any changes. The MPD reserves the right to ask for changes in the work schedules at any time with reasonable lead-time (48 hours) for the requested modifications.

C.5.11.3 The Contractor shall provide to the CA and DCPS on a daily basis certification that all posts are filled by 0830 hours. The Contractor shall provide an Accountability Report of all open posts no later than 0830 hours, for regular school hours. The Contractor shall manage the open posts to ensure that all open posts are covered by Temporary Assigned Staff (TAS) or a Supervisor at the rate of the assigned guard. The Accountability Report will identify which posts were open, for how long, and what steps were taken to fill the post and the status as of 0830 hours.

C.5.11.4 The Contractor shall maintain Post Orders and Security Orders, including all updates and information required to be inserted in the orders. The Contractor shall update the orders when necessary and provide copies for use by all Contractor employees within two (2) business days of any changes.

C.5.11.5 At each fixed post, the Contractor shall furnish and maintain the Post Orders and Security Orders in a separate loose-leaf binder. The binder will contain only duty instructions pertinent to that specific post. The security orders shall not be removed from the property or be reproduced or copied in any manner without the prior written consent of MPD. Upon receipt of written approval of MPD, the Contractor shall post proposed changes in the security orders and the updates thereof.

C.5.11.6 The Contractor shall provide testimony and information for hearings and litigations as needed.

C.5.11.7 The Contractor shall prepare the post orders in coordination with the school principal, or designee, for each school and submit to the CA and DCPS, for approval within the

timeframe specified by the CA. The Contractor shall be given a copy of the current post orders for each school as a part of the transition.

- C.5.11.8** Upon final approval as defined in **Sections C.3.11 and C.5.11.7**, the Contractor shall distribute and abide by the approved orders. Except for emergencies, no deviations from post orders shall be made. The post orders shall define the basic work to be performed at each post including the exact hours of duty, the time and location of movements of roving patrol posts, and detailed specific responsibilities for each fixed post.
- C.5.11.9** The Contractor shall provide TAS as needed. The CA will provide twenty-four (24) hours notice of the requirement for increased staffing. However, as few as four (4) hours (or less) notice may be provided in exigent circumstances.
- C.5.11.10** The Contractor shall provide TAS personnel for special security needs to include, but not limited to, special events, school sporting events, PTA meetings and other before or after-hours events, or to augment existing staff during periods of heightened security.
- C.5.11.11** The Contractor shall ensure that all management personnel fully understand contract compliance requirements and adhere to said requirements.

C.5.12 **INVESTIGATIONS**

- C.5.12.1** The Contractor shall assist and cooperate in investigations of administrative misconduct, criminal offenses, accidents, injuries to persons, damages to property and complaints within the perimeters for that particular facility as defined in the post orders. The District will examine the site of any accident or incident immediately following its occurrence to determine the cause of such accident or incident, the degree of personal injuries, the damage to Government-owned property, and other pertinent information. In order to accomplish this, the District will have the authority to question any persons having knowledge relative to or present when such accident or incident occurred, including employees and agents of the Contractor. The employees of the Contractor shall not withhold any information from MPD officers or DCPS during any investigation.
- C.5.12.2** The Contractor shall ensure that in the event of a conflict between the security orders and the post orders, the security orders shall take precedence.

C.5.13 **CONTRACTOR'S EMPLOYEES APPEARANCE**

- C.5.13.1** The Contractor's employees shall perform all contract functions in full uniform until the end of their full tour of duty.
- C.5.13.2** The Contractor's personnel shall adhere to the approved grooming standards. Therefore, the Contractor shall establish and implement a dress code and grooming standards for guards and all other staff assigned to the contract. The proposed dress code and grooming standards shall be submitted with the proposal. A suggested uniform and equipment should include items such as: shirts, trousers, ties, blazers, name tag, gloves, jacket, socks, shoes, handcuffs, flashlights, badges, caps, coats, raincoats, rain boots,

belts and other items as deemed necessary by the Contractor. MPD shall have the right to approve the uniform.

C.5.13.3 The Contractor shall furnish and maintain properly fitted uniforms and equipment in accordance with uniform and equipment approval received by Contractor from the SOMB and CA. Any disagreement regarding application of the standards relating to uniforms and equipment shall be referred to the CA.

C.5.14 **QUALITY CONTROL PLAN (QCP)**

C.5.14.1 The Contractor shall submit a detailed Quality Control Plan along with the proposal. The Quality Control Plan shall include, but not be limited to the following areas:

- A. Identification of Quality Control Monitor(s) assigned and evidence of their qualifications.
- B. A description of the type, level, and frequency of inspections performed by Contractor Quality Control Monitors. Inspections shall be conducted as frequently as necessary to ensure effective performance by the Contractor. While the Contractor may perform more inspections than are required in the Quality Control Plan, in no event shall the Contractor perform fewer inspections than required by that Plan. Quality Control Inspection Checklists shall include, at a minimum, inspections of: equipment; uniforms and appearance; attendance and sign in/out procedures; knowledge of and adherence to Post Orders; knowledge and adherence to screening equipment operating procedures; possession of training certifications; and overall contract performance.

C.5.14.2 Under no circumstances shall individuals appointed as Quality Control Monitors serve as uniformed employees working under this contract.

C.5.14.3 The Contractor shall prepare Quality Control Inspection Reports and submit them to the CA monthly or upon request. The reports shall include details of any problems or deficiencies noted during an inspection and shall inform the CA of all actions taken, or planned, to resolve the problems. The CA may request more frequent updates on corrective actions needed to resolve problems.

C.5.14.4 If the Contractor's performance indicates that additional quality control measures are needed, the Contractor and CA shall meet with the Contracting Officer to discuss the Contractor's performance, Quality Control Plan, Management Plan and any other areas of concern regarding the contract. Through the Contracting Officer, the CA may request that the Contractor take additional steps to improve both the overall performance of the Contractor and adherence to the Quality Control and Management Plans.

C.5.15 **CONTRACTOR EMPLOYEE QUALIFICATIONS**

C.5.15.1 The Contractor's personnel shall have demonstrated a stable employment history; possess superior references; have the ability to successfully perform under duress; excel

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in oral and written communication skills in the English language; speak articulately; efficiently comply with verbal or written directives; deal diplomatically and compassionately with the public; work with minimum supervision; and have demonstrated the ability to follow directives consistently.

- C.5.15.2** The Contractor shall be responsible for maintaining satisfactory standards of employee competency, appearance, and integrity, and shall be responsible for taking action to ensure that contract employees maintain such standards. All Contractor employees shall be citizens of the United States of America, or authorized to work herein.
- C.5.15.3** The Contractor shall ensure that all employees assigned to the contract are in good general physical and mental health without physical or mental defects or abnormalities that would interfere with the full performance of their duties. The work under this contract requires frequent and prolonged walking, standing, and occasionally running. The security personnel may also have to subdue violent or potentially violent individuals. Physical and mental stamina is a basic requirement under this contract. Evidence of physical and mental fitness shall be determined by passing a physical examination, including an illicit drug screening exam administered by a licensed physician during the Metropolitan Police Department Security Officer Management Branch's (SOMB) certification/commissioning process. The certification is currently performed by SOMB upon initial request for a commission and annually thereafter (Subject to change by MPD Licensing Regulations). The SOMB is located at 2000 14th Street, NW, Washington, DC, 20007.
- C.5.15.4** The Contractor shall ensure that its security employees have passed a Tuberculosis (TB) test administered by a licensed physician.
- C.5.15.5** No individual assigned to this contract shall have been convicted of any offense that would cause the revocation or non-renewal of the individual's SO license or SPO commission. The Contractor shall immediately and permanently remove any such individual from the contract and notify the CA. In addition, the Contractor and employees must immediately notify the CA and SOMB of any arrests for offenses that might lead the revocation of an SPO commission, SO license, or certification of compliance with DC Law 15-353, "Child and Youth, Safety and Health Omnibus Amendment Act of 2004," as amended. Failure to comply may be cause for the exercise of contract remedies, including termination of the contract.
- C.5.15.6** The Contractor shall conduct a pre-employment drug screening and a random drug-screening program for the duration of the contract for all employees who have contact with children. This includes employees filling all positions under the contract except the Administrative Staff. The Contractor shall maintain the results in the employees' personnel file in accordance with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).
- C.5.15.7** The Contractor will ensure that all employees are fit for duty. If it is deemed the guard does not meet the fitness standards the Contractor upon request from MPD will provide documentation certifying the guard's fitness.

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C.5.15.8 To be eligible to perform under this contract, the Contractor's security employees shall possess the following:

C.5.15.9 All Guards I and II shall possess a high school education or GED and have two (2) years experience demonstrating:

- 1) the ability to communicate successfully with the general public and to read, write and speak the English language fluently;
- 2) the ability to read, understand, and apply printed rules, detailed orders, instructions, and training materials;
- 3) the ability to maintain poise and self-control under duress; and
- 4) the ability to construct and write clear, concise, accurate and detailed reports in English.
- 5) the ability, skill and knowledge to operate, monitor and respond to State-of-the-art technology to include Closed Circuit Television (CCTV), X-Ray Machines, Walk-through and Hand-Held Metal Detectors and Egress Door Alarm Systems.
- 6) the ability, skill and knowledge to utilize the equipment listed in five above to detect contraband, weapons and any other illegal, destructive or incendiary device, whether on the person or secreted within packages, bags, cases or other containers that are carried, possessed or under the control of persons entering the Facility to which assigned.
- 7) Be in compliance with DC Law 15-353, "Child and Youth, Safety and Health Omnibus Amendment Act of 2004," as amended.
- 8) 8) Employees classified as Guard 1, Security Officer (SO) shall be licensed by MPD and shall be responsible for preventing and responding to threats or crimes against students, staff and are not authorized to carry firearms. Guard I are authorized to search and detain but not arrest. The security officer position in this contract is the same as the Guard 1 position in the labor determinations by the U. S. Department of Labor.
- 9) Employees classified as Guard II must be commissioned and are prohibited from carrying a firearm; are authorized to make arrests whenever the law required that such action to be take and performs a variety of duties in the prevention of and response to threats or crimes against students, staff and property; and that the Security Police Officer (SPO) position is the same as the Guard II position in the labor determinations by the Department of Labor.

C.5.15.10 Special Police Officers shall meet the qualifications above and, in addition, the qualifications stipulated in the most recent version of the District of Columbia Municipal

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Regulations, Title 6A and the *Enhanced Professional Security Amendment Act of 2006* and maintain a current Commission:

C.5.15.11 Security Officers (SO) also known as Guard I shall search and detain , but they do not carry a firearm nor do they have authority to arrest. An SO performs a variety of duties in the prevention of and response to threats or crime against students, staff and property. The Security Officer position is the same as the Guard I position in labor determinations by the Department of Labor.

C.5.16 CHILD AND YOUTH HEALTH AND SAFETY ACT REQUIREMENTS

C.5.16.1 Requirements for Drug and Alcohol Testing

- 1) The Contractor shall either hire an independent Contractor to manage the random selection and recordkeeping pertaining to the drug and alcohol testing program, or shall utilize drug testing program management software approved by the MPD.
- 2) As specified in Section 2036 of the Child and Youth Health and Safety Act, the Contractor shall implement the policies and procedures outlined in Sections 2032-2035.

C.5.16.2 Requirements for Criminal Background Checks

- 1) The Contractor shall agree to comply with Title II of the Child and Youth, Safety and Health Omnibus Amendment Act of 2004, effective April 13, 2005 (D.C. Law 15-353; D.C. Official Code 4-1501.10 et. seq.) (2006 Supp.), as amended by Title II of the Omnibus Public Safety Amendment Act of 2006, effective April 24, 2007 (D.C. Law 16-306; 54 DCR 6577) and its implementing regulations at Chapter 5 of 27 DCMR, as they may be amended.
- 2) Any Contractor employee that has contact with DCPS students is required to comply with requirements of the Child and Youth Health and Safety Act.

C.5.17 TRAINING

C.5.17.1 The Contractor shall be responsible for training all employees performing under this contract. Neither the time expended for training, nor payment for attending required training, shall be billable as a separate cost item to the District. Lesson plans and outlines for each block of instruction shall be submitted for review and approval by the CA and SOMB.

C.5.17.2 The Contractor shall ensure that all employees performing on this contract have completed the Basic Training Curriculum listed below prior to assignment. The Contractor shall submit training completion rosters to the CA before the assignment of personnel. New employees hired by the Contractor shall not report to duty until this training has been completed. The CA will review the Contractor's roster of eligible employees submitted by the Contractor for approval. The Government reserves the right to periodically inspect

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training sessions. The CA or a member of the CA's staff, other MPD staff and DCPS staff are authorized to inspect the training sessions.

C.5.17.3 The Contractor shall be responsible for training its employees who shall perform under this contract. Each employee shall receive at a minimum 45 hours of basic training and 40 hours of supplemental training. Special Police Officers, or Guard IIs, shall receive an additional 9 hours of basic training. Supervisors shall receive 16 hours of additional supervisory training. Lesson plans and outlines for each block of training in the basic and the supervisory training shall be submitted with the proposal. For the supplemental 40 hours of training, the Contractor shall submit with the proposal a plan for obtaining this training, including potential sources for the supplemental training.

C.5.17.4. Basic Training Curriculum

C.5.17.4.1 The Contractor shall submit within three (3) days after being requested by the Contracting Officer lesson plans and outlines for each block of training in the Basic Training. The Contractor shall ensure that all personnel assigned to this contract have completed the basic SO and SPO training curriculum, as defined by SOMB that includes, but are not limited to, the following courses:

Basic Training	Hours	
	Guard I & Guard II	Additional Guard II Training
Conduct & Appearance (Uniform, Equipment, & Grooming) On-Duty	1	
Observation, Description, & Report Writing	3	
Alarm & Video Monitoring	1	
Patrol Techniques	1	
Magnetometer, X-Ray Machine & Screening	2	
Drugs	1	
Arrest Procedures		4
Search, Seizure, & Detention	1	1
Use of Force	2	2
DC Code Criminal & Civil Law	4	2
Court Preparation & Procedures	0.5	
Sexual Harassment	1	
School Security Orders	2	
Emergency Response: Violence, Bomb Threats, Terrorism, & Natural Disasters	2	
Civil Disobedience	0.5	
Conflict De-escalation/Resolution	3	
Customer Service / Public Relations	2	
First Aid / CPR	16	
DCPS Regulations & Policy, & the Role of School Security	2	
TOTAL	45	9

C.5.17.5 SUPPLEMENTAL TRAINING

C.5.17.5.1 In addition to the prerequisites set forth in Basic Training in accordance with **Section C.5.17.4** and Supervisory Training in accordance with **Section C.5.17.3** required for designated supervisory personnel, the Contractor shall provide to each employee under the contract a minimum of 40 hours of annual training in issues related to school security. The 40 hours will include the topics listed below, which includes topics from basic training that should be reviewed annually. The CA may identify other issues for supplemental training throughout the duration of the contract. For the supplemental 40 hours of training, the Contractor shall submit within three (3) days after being requested by the Contracting Officer a plan for obtaining this training, including potential sources for this training. The Contractor shall submit a copy of the supplemental training and schedule to the CA 90 days prior to implementing training.

At a minimum, the Contractor's training shall encompass the following curriculum:

- a) Availability of Social Services for Youth
- b) Child Development
- c) DC Laws & Regulations
- d) DCPS Regulations & Policy, & the Role of School Security
- e) Diversity Training
- f) Effective Communication
- g) Emergency Response: Violence, Bomb Threats, Terrorism, & Natural Disasters
- h) Ethics
- i) School Security Orders
- j) Sexual Harassment
- k) Special Education
- l) Substance Abuse in Youth
- m) Use of Metal Detectors, CCTV, Radios & Other Equipment
- n) Visitor Control.

C.5.17.5.2 Before the Contractor's employees can be allowed to provide services at a particular site under the contract, the Contractor's employees shall complete a minimum of a two (2) hour on-site orientation. The orientation shall consist of familiarizing the Contractor's employees with the physical layout of the location by walking the employees around the location and showing them entrances, exits, fire doors, stairwells, mechanical rooms, etc. The orientation shall also cover the information in the post orders. The orientation shall be conducted with DCPS. The Contractor shall submit a building orientation report, by site, to the CA after employees successfully complete the orientation.

C.5.17.5.3 The Contractor shall maintain professional training and all certifications, licenses and permits in the employee personnel file and shall make these documents available to the CA if requested.

C.5.17.6 Instructor Certification

Instructors who are certified to teach the specific subject or topic required shall administer all formal training required herein. Certification to instruct the specific subject shall be in accordance to D.C. Municipal Regulations Title 6A and in the form of a certificate issued by an accredited institution of learning (school, college or university), the District of Columbia, Federal, or other state or county government. Such certifications offered shall be current by date and shall be submitted to the CA within ten days after contract award.

C.5.17.7 Training Certification and Testing

- C.5.17.7.1** Contractor is required to certify that all employees on the contract have had the Basic Training prior to assignment to this contract. In addition, the Contractor shall provide at their own expense, an 8-hour refresher course that includes Conduct on Duty, Alarm and Video Monitoring, Patrol Techniques, Magnetometer operation, X-Ray Machine and Screening, and Use of Force, for all employees before assignment to this contract. A short presentation by MPD and/or DCPS may be included in this one-day training.
- C.5.17.7.2** At least two weeks prior to the performance of services under the contract, the Contractor is required to test all employees on the content of the lesson plans for Basic Training and their ability to apply this knowledge. The test shall be developed and administered by an independent consultant (to be selected jointly by the Contractor and the MPD) at the expense of the Contractor. The test shall be approved by the MPD, which also may proctor the administration of the test to ensure the integrity of the testing process.
- C.5.17.7.3** With regard to training and testing during contract performance, the Contractor shall develop a training matrix to ensure that: 1) coverage is adequate at all schools; and 2) high-risk schools are fully covered. The Contractor shall utilize to the maximum extent possible teacher in-service days or other days when school is not in session for security officer training.

C.5.18 PERSONNEL

- C.5.18.1** The Contractor shall be solely responsible for compensating its employees, including the payment of all applicable wages, taxes, insurance, and worker's compensation. The Contractor shall be solely responsible for and shall indemnify the District for any loss or damage to District property if the loss or damage is caused by the Contractor or any of its employees.
- C.5.18.2** The Contractor shall staff the contract providing personnel meeting the requirements set forth in Section C, and shall efficiently schedule a combination of full-time positions with a minimum of part-time positions to ensure that full security coverage is provided in accordance with the requirements of the contract. The Contractor must provide a daily accountability report to the MPD/DCPS by 0830 hours for regular hours, and update as required for any staggered hour.

- C.5.18.3 The Contractor shall maintain its own personnel and benefit policies for its employees.
- C.5.18.4 The District of Columbia shall provide no compensation beyond the negotiated rate. There is no provision for an "overtime" rate of pay that exceeds the negotiated rate. The cost for supervisors and other key personnel as described in Section H.15 shall be included in the negotiated rate for an SO and SPO.
- C.5.18.5 The Contractor shall ensure that a contract guard is not assigned to school which the guard has a family member employed or attending the school.
- C.5.18.6 The Contractor shall ensure that a contract guard is not providing any outside employment, or volunteer services at the school location where the guard is assigned.
- C.5.18.7 The Contractor shall ensure that all complaints and investigations on contract guards will be conducted by managers that are above the rank of field manager.

C.5.19 EQUIPMENT AND MATERIALS

- C.5.19.1 All property and equipment furnished by the District under this contract shall remain the property of the District government. During the term of the contract, the Contractor shall comply in accordance with terms of 27 DCMR Section 4100, et.seq. Upon contract expiration or termination, the Contractor shall account for all DC-furnished property. Any property or equipment furnished to fulfill contract requirements which is lost or damaged resulting from improper use or negligence by the Contractor's employees, shall be repaired or replaced by the Contractor at its own risk and expense. The Contractor shall complete a DCPS Physical Security Inventory Verification Form at the beginning and end of each school year (August and June) for submission to the CA.
- C.5.19.2 The Contractor shall provide all vehicles to facilitate monitoring of personnel at school sites. The Contractor shall be responsible for all costs related to these vehicles. Fuel as utilized by the DC Government will be provided for the DCPS Contract and only for the Contract at no cost to the Contractor. (Types of fuel are: diesel, natural gas, unleaded fuel.). The Contractor shall submit a monthly Fuel Usage Report to the CA which includes the vehicle tag number, date, and daily mileage usage.
- C.5.19.3 The Contractor shall provide all communications equipment with the exception of two-way radios which will be provided and maintained by DCPS.
- C.5.19.4 The Contractor shall not purchase any equipment without written approval from the Office of Contracting and Procurement. All equipment purchased by the District for use by the Contractor for the performance of contract requirements is the property of the District and will be returned to the District at the termination of the contract.

C.5.20 CONTRACTOR'S OFFICES AND FACILITIES

C.5.20.1 The Contractor shall staff its administrative office from 0700 hours to 1800 hours, Monday through Friday. Additionally, during non-business hours when after school activities are scheduled and require Will Call security coverage, the Contractor will provide an on-call list of personnel including a telephone number for each person for emergency situations upon request from the Contract Administrator.

C.5.21 REMOVAL OF CONTRACTOR'S EMPLOYEES

C.5.21.1 The Contractor shall require its contract employees to comply with any directives issued by the CA. The Contractor shall be responsible for maintaining satisfactory standards of employees' competency, conduct, appearance, and integrity; and shall be responsible for taking such disciplinary action with respect to the employees as deemed necessary.

C.5.21.2 At any time, the CA, at his or her sole discretion, may require the Contractor to immediately remove any employee from the contract. Replacement personnel shall be provided immediately.

C.5.22 MEETINGS

C.5.22.1 All meetings with OCP/MPD/DCPS shall be attended by at least one (1) of the Contractor's personnel with authority to address and remedy matters regarding administrative and performance-related issues. The contracting officer may attend meetings to address contractual issues. DCPS may also attend meetings to address issues involving their operations and facilities. The Contractor shall not miss any meetings without prior approval of the CA. The CA shall notify the Contractor of the date and time of these mandatory meetings.

C.5.23 REPORTS, FILES, AND RECORDS

C.5.23.1 The Contractor shall maintain personnel files for all employees furnished under the contract. Medical records shall be maintained in a separate file in accordance with HIPAA regulations (H.16). The personnel files shall contain all documentation required in Section C to validate the establishment of qualifications, licensing and training of the Contractor's employees for employment on this contract.

C. 5.23.2 Contractor's Maintenance of Each Employee's Personnel Files – Format and Content

1. The personnel file jacket shall contain, but not be limited to, the following records:
 - a) Copy of current criminal history record;
 - b) Current security officer license for Guard I and SPO license for Guard II and other employees specified in the contract;

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- c) Copy of U.S. Passport or other picture identification indicating U.S. Citizenship;
- d) Copy of high school diploma or GED;
- e) Copy of valid driver's license (for those employees who are required to drive a vehicle under the contract);
- f) Copy of driving record for the past three years (for those employees who are required to drive a vehicle under the contract), documenting no driver's license suspension or conviction for a criminal traffic offense within the past three (3) years;
- g) Copy of training and testing records indicating that employee completed and passed all training requirements and tests;
- h) Copy of first aid/CPR certificate;
- i) Copy of company disciplinary records, if any; and
- j) Name and contact information for an emergency contact.

2. The medical file shall include, but not be limited to, the following items:

- a) Copy of pre-employment physical examination;
- b) Copies of all drug testing program reports, including results of pre-employment drug screening, random drug screening, and reasonable suspicion screening; and
- c) Copy of a psychological screening, if any, attesting to the employee being free of any judgment of incompetence.
- d) Copy of results of Tuberculosis (TB) tine test

C.5.23.3 The Contractor shall continuously maintain the files and allow MPD to inspect the files without notice at any time.

C.5.23.4 MPD shall schedule an independent inspection of personnel files 30 business days after contract award and at other intervals, as determined by the CA. The inspection shall verify that the personnel records contain all documentation required to validate the qualifications of the Contractor's employees for employment on this contract.

C.5.24 **TRANSITION PLAN IMPLEMENTATION**

C.5.24.1 The Contractor shall provide the CA with an initial inventory of all equipment owned by the Contractor within 30 days after contract award.

C.5.24.2 The Contractor shall provide to the CA with a list of all equipment supplied by the District (indicate ownership in the inventory report) within 30 days of award of contract. During the contract term, the Contractor shall notify the CA if any additional equipment is needed to fulfill contractual requirements. The CA will only authorize reimbursement for equipment approved for purchase.

C.5.24.3 The Contractor shall have an entrance transition plan that shall be submitted along with the proposal for evaluation. The Contractor, MPD and DCPS shall then discuss the implementation of the plan prior to contract award. The final entrance transition plan shall be delivered within 10 business days after contract award.

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C.5.24.4 Contractor shall have an exit Transition Plan that details its operational steps to successfully transition between an incumbent and the new Contractor. The exit transition plan shall be submitted along with the proposal for evaluation purposes.

C.5.25 **ENTRANCE TRANSITION**

C.5.25.1 At a minimum the entrance transition plan shall include the following:

- a. The Contractor shall provide a seamless continuity of services. The Contractor shall coordinate with the incumbent Contractor and ensure that transition does not disrupt day-to-day security operations.
- b. The Contractor shall provide employees with an orientation detailing Contractor benefits, applications, release forms and other pertinent matters relating to school security.
- c. The Contractor shall conduct background checks as specified in **Section C.5.16.2**.
- d. The Contractor shall verify that all employee licenses, training certifications, and physical examinations required in **Section C.5** or by the District are valid and current. All outstanding requirements shall be completed during the transition period. No Contractor employee shall be permitted to assume duties until these requirements have been demonstrated in accordance with **Sections C.5.15 thru C.5.17**.
- e. The Contractor shall conduct drug screening, as specified in **Section C.5.16.1**.
- f. The Contractor shall issue uniforms prior to the first day of performance.
- g. The Contractor shall recruit new security personnel to meet contract requirements, and schedule interviews with prospective employees accordingly.
- h. The Contractor shall provide an Entrance Transition Plan.

C.5.26 **EXIT TRANSITION**

At a minimum the exit transition plan shall include the following:

- a. Ensure the transition does not disrupt day-to-day school security operations.
- b. Exercise its best efforts and fully cooperate to effect an orderly and efficient transition.
- c. The Contractor shall transfer all data to the District or another Contractor, at the District's option, in a format to be determined by the District.

C.5.27 BID BOND (Attachment J.14)

C.5.27.1 The Contractor shall submit along with the proposal a Bid Bond in an amount equal \$100,000.00 base year bid price. The Bid Bond shall remain in effect until notification of contract award by the contracting officer and provided as referenced in **Sections H.15.1 and H.15.3** of this document.

C.5.28 PERFORMANCE BOND (Attachment J.15)

C.5.28.1 The Contractor shall provide to the Contracting Officer within 10 days of contract award, a Performance Bond in an amount no less than \$1,000,000.00 payable by the terms of the contract and provided as referenced in **Sections H.15.2 and H.15.3** of this document.

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SECTION D: PACKAGING AND MARKING

Not Applicable

SECTION E: INSPECTION AND ACCEPTANCE

- E.1** The inspection and acceptance requirements for the resultant contract shall be governed by clause number six (6), Inspection of Services, of the Government of the District of Columbia's Standard Contract Provisions for use with Supplies and Services Contracts, dated July 2010. Sections E.2, through E.2.2 are in addition to the requirements of Section 6 of the Standard Contract Provisions.
- E.2** **MPD Inspection and Acceptance Additional Requirements for DCPS Security**
- E.2.1** The Contractor is responsible for the day-to-day inspection and monitoring of all Contractor work performed to ensure compliance with the contract requirements and the Contractor's quality control plan (Section C. 5.14.) submitted with the bid and approved by the CA. The results of all inspections conducted by the Contractor shall be documented in the Security Post Inspection Report to be given to the CA on the last workday of each month. MPD shall conduct random inspections to ensure contract compliance.
- E.2.2** The Contractor shall submit a weekly Corrective Action Report to the CA outlining the steps and procedures taken to correct all issues identified in the Security Post Inspection Report.

SECTION F: PERIOD OF PERFORMANCE AND DELIVERABLES

F.1 TERM OF CONTRACT

The term of the contract shall be for a period of one year from date of award specified on the cover page one (1) of the contract.

F.2 OPTION TO EXTEND THE TERM OF THE CONTRACT

F.2.1 The District may extend the term of this contract for four (4), one-year option periods, or successive fractions thereof, by written notice to the Contractor before the expiration of the contract; provided that the District will give the Contractor a preliminary written notice of its intent to extend at least thirty (30) days before the contract expires. The preliminary notice does not commit the District to an extension. The exercise of the option is subject to the availability of funds at the time of the exercise of the option. The Contractor may waive the thirty (30) day preliminary notice requirement by providing a written waiver to the Contracting Officer prior to the expiration of the contract.

F.2.2 If the District exercises the option, the extended contract shall be considered to include this option provision.

F.2.3 The price for the option period shall be as specified in the contract.

F.2.4 The total duration of this contract, including the exercise of any options under this clause, shall not exceed five (5) years.

F.3 DELIVERABLES

The Contractor shall perform the activities required to successfully complete the District's requirements and submit each deliverable to the Contract Administrator (CA) identified in section G.9 in accordance with the following:

CLIN	Deliverable	Relevant Section	Due Date
0001	Subcontracting Plan	B.4.1; H.9.2	Submit along with the proposal.
0002	Dress Code and Grooming Standards	C.5.13.2	Submit as requested by email
0003	Incident Reports	C.5.9.8.D	Submit to DCPS by close of business daily or the 10:00am the next business day by email unless otherwise instructed by the (CA)

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0004	Deployment Schedule	C.5.11.2	Submit to the CA the last work day of the month and immediately upon any changes thereto by email and a hard copy by the 5 th of the next month
0005	Daily Accountability Report	C.5.11.3	Submit daily by 0830 hours to MPD and DCPS email
0006	Post Orders	C.5.11.4	Submit to the CA within time frame specified; hard copy
0007	Management Plan	C.5.11.1	Submit with the proposal
0008	Quality Control Plan (QCP)	C.5.14.1	Submit with the proposal
0009	Quality Control Inspection Report	C.5.14.3 and E.2.1	Submit to the CA the last work day of the month and immediately upon request by hard copy by the 5 th of the next month.
0010	Notification of revocation of non-renewal of an employee's commission or license	C.5.15.5	Immediately upon Contractor's knowledge of same by email .
0011	Notification of employee arrests for offenses that may lead to revocation of commission or license	C.5.15.5	Immediately upon Contractor's knowledge of same by email.
0012	Training Lesson Plans and Outlines for all blocks of Basic Training	C.5.17.1	Submit as requested by CA by email and hard copy is required.
0013	Basic training completion rosters for all employees	C.5.17.2	Prior to assignment of personnel by emails required
0014	Plans for Supplemental Training	C.5.17.5	Submit with the proposal
0015	Supplemental Training schedule	C.5.17.5	Submit to CA 90 days prior to implementation by email and hard copy.
0016	Building Orientation Report	C.5.17.5.2	Submit to the CA on the 5 th of the next month or upon request as a hard copy.
0017	Training Instructor Certification to Instruct	C.5.17.6	Submit to the CA within 10 days of contract award/hard copy.
0018	Employee Retention Plan	C.5.11.1	Submit with the proposal
0019	DCPS Physical Security Inventory Verification Form	C.5.19.1	August and June and as directed by the CA

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0020	Fuel Usage	C.5.19.2	Submit to the CA the 5th of the next month via hardcopy
0021	On-call List of Personnel	C.5.20.1	As requested by the CA
0022	Initial inventory of equipment	C.5.24.1	Submit to the CA and Contract Officer within 30 days of contract award
0023	Entrance Transition Plans	C.5.25	Submit in the proposal
0024	Exit Transition Plans	C.5.26	Submit in the proposal
0026	Subcontracting Compliance Report	H.9.3 and H.9.4	Submit to CO by 21st of each month following contract execution via email
0027	Commission/Certification Report	H.12.1	Submit monthly to CA email by the end of the month and hard copy by the 5 th of the next month.
0028	Presentation of Uniforms	H.12.3	Submit to the CA 7 working days prior to contract start date
0029	Uniform Issuance Policy	H.12.3	Submit to CA within 15 days prior to contract start date.
0030	Certificate of Insurance	I.8	Submit to the Contracting Officer within 10 days after request via email and hardcopy.
0032	Bid Bond	C.5.27, H.15.1 and H.15.3	Submit with the proposal
0033	Performance Bond	C.5.28 , H.15.2 and H.15.3	Submit to the Contracting Officer Within 10 days after contract award email and hard copy

F.3.1 The Contractor shall submit to the District, as a deliverable, the report described in section H.5.5 that is required by the 51% District Residents New Hires Requirements and First Source Employment Agreement. If the Contractor does not submit the report as part of the deliverables, final payment to the Contractor shall not be paid pursuant to section G.3.2.

SECTION G: CONTRACT ADMINISTRATION

G.1 INVOICE PAYMENT

- G.1.1** The District will make payments to the Contractor, upon the submission of proper invoices, at the prices stipulated in this contract, for supplies delivered and accepted or services performed and accepted, less any discounts, allowances or adjustments provided for in this contract.
- G.1.2** The District will pay the Contractor on or before the 30th day after receiving a proper invoice from the Contractor.

G.2 INVOICE SUBMITTAL

- G.2.1** The Contractor shall submit proper invoices on a monthly basis or as otherwise specified in Section G.4. Invoices shall be prepared in duplicate and submitted to the agency Chief Financial Officer with concurrent copies to the CA specified in Section G.9 below. The address of the CFO and the CA are:

Metropolitan Police Department
Chief Financial Officer
Accounts Payable
Division for the Public Safety and Justice Cluster
300 Indiana Avenue, NW - Room 4106
Washington, DC 20001
(202) 727-5298

and

Metropolitan Police Department
School Safety Division
Contract and Compliance Unit
5002 Hayes Street, NE
(202) 576-6650
Attn: Janice Sullivan

- G.2.2** To constitute a proper invoice, the Contractor shall submit the following information on the invoice:
- G.2.2.1** Contractor's name, federal tax ID and invoice date (date invoices as of the date of mailing or transmittal);
- G.2.2.2** Contract number and invoice number;
- G.2.2.3** Description, price, quantity and the date(s) that the supplies or services were delivered or performed;
- G.2.2.4** Other supporting documentation or information, as required by the Contracting Officer;
- G.2.2.5** Name, title, telephone number and complete mailing address of the responsible official to whom payment is to be sent;

- G.2.2.6 Name, title, phone number of person preparing the invoice;
- G.2.2.7 Name, title, phone number and mailing address of person (if different from the person identified in G.2.2.6 above) to be notified in the event of a defective invoice; and
- G.2.2.8 Authorized signature.

G.3 FIRST SOURCE AGREEMENT REQUEST FOR FINAL PAYMENT

- G.3.1 For contracts subject to the 51% District Residents New Hires Requirements and First Source Employment Agreement requirements, final request for payment must be accompanied by the report or a waiver of compliance discussed in section H.5.5.
- G.3.2 No final payment shall be made to the Contractor until the agency CFO has received the Contracting Officer's final determination or approval of waiver of the Contractor's compliance with 51% District Residents New Hires Requirements and First Source Employment Agreement requirements.

G.4 PAYMENT

- G.4.1 The District will pay the full amount due the Contractor after:
 - a) Completion and acceptance of all work; and
 - b) Presentation of a certifiable executed invoice.

G.5 ASSIGNMENT OF CONTRACT PAYMENTS

- G.5.1 In accordance with 27 DCMR 3250, the Contractor may assign to a bank, trust company, or other financing institution funds due or to become due as a result of the performance of this contract.
- G.5.2 Any assignment shall cover all unpaid amounts payable under this contract, and shall not be made to more than one party.
- G.5.3 Notwithstanding an assignment of contract payments, the Contractor, not the assignee, is required to prepare invoices. Where such an assignment has been made, the original copy of the invoice must refer to the assignment and must show that payment of the invoice is to be made directly to the assignee as follows:

"Pursuant to the instrument of assignment dated _____, make payment of this invoice to (name and address of assignee)."

G.6 THE QUICK PAYMENT CLAUSE

G.6.1 Interest Penalties to Contractors

G.6.1.1 The District will pay interest penalties on amounts due to the Contractor under the Quick Payment Act, D.C. Official Code §2-221.01 *et seq.*, for the period beginning on the day after the required payment date and ending on the date on which payment of the amount is made. Interest shall be calculated at the rate of 1% per month. No interest penalty shall be paid if payment for the completed delivery of the item of property or service is made on or before:

- a) the 3rd day after the required payment date for meat or a meat product;
- b) the 5th day after the required payment date for an agricultural commodity; or
- c) the 15th day after the required payment date for any other item.

G.6.1.2 Any amount of an interest penalty which remains unpaid at the end of any 30-day period shall be added to the principal amount of the debt and thereafter interest penalties shall accrue on the added amount.

G.6.2 Payments to Subcontractors

G.6.2.1 The Contractor must take one of the following actions within seven (7) days of receipt of any amount paid to the Contractor by the District for work performed by any subcontractor under this contract:

- a) Pay the subcontractor for the proportionate share of the total payment received from the District that is attributable to the subcontractor for work performed under the contract; or
- b) Notify the District and the subcontractor, in writing, of the Contractor's intention to withhold all or part of the subcontractor's payment and state the reason for the nonpayment.

G.6.2.2 The Contractor must pay any subcontractor or supplier interest penalties on amounts due to the subcontractor or supplier beginning on the day after the payment is due and ending on the date on which the payment is made. Interest shall be calculated at the rate of 1% per month. No interest penalty shall be paid on the following if payment for the completed delivery of the item of property or service is made on or before:

- a) the 3rd day after the required payment date for meat or a meat product;
- b) the 5th day after the required payment date for an agricultural commodity; or
- c) the 15th day after the required payment date for any other item.

G.6.2.3 Any amount of an interest penalty which remains unpaid by the Contractor at the end of any 30-day period shall be added to the principal amount of the debt to the subcontractor and thereafter interest penalties shall accrue on the added amount.

G.6.2.4 A dispute between the Contractor and subcontractor relating to the amounts or entitlement of a subcontractor to a payment or a late payment interest penalty under the Quick Payment Act does

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not constitute a dispute to which the District of Columbia is a party. The District of Columbia may not be interpleaded in any judicial or administrative proceeding involving such a dispute.

G.6.3 Subcontract requirements

G.6.3.1 The Contractor shall include in each subcontract under this contract a provision requiring the subcontractor to include in its contract with any lower-tier subcontractor or supplier the payment and interest clauses required under paragraphs (1) and (2) of D.C. Official Code §2-221.02(d).

G.7 CONTRACTING OFFICER (CO)

Contracts will be entered into and signed on behalf of the District only by contracting officers. The contact information for the Contracting Officer is:

Yvette Henry
Contracting Officer
Office of Contracting and Procurement
District of Columbia Government
441 4th Street, N.W., Suite 700 South
Washington, D. C. 20001
(202) 724-4792

G.8 AUTHORIZED CHANGES BY THE CONTRACTING OFFICER

G.8.1 The CO is the only person authorized to approve changes in any of the requirements of this contract.

G.8.2 The Contractor shall not comply with any order, directive or request that changes or modifies the requirements of this contract, unless issued in writing and signed by the CO.

G.8.3 In the event the Contractor effects any change at the instruction or request of any person other than the CO, the change will be considered to have been made without authority and no adjustment will be made in the contract price to cover any cost increase incurred as a result thereof.

G.9 CONTRACT ADMINISTRATOR (CA)

G.9.1 The CA is responsible for general administration of the contract and advising the CO as to the Contractor's compliance or noncompliance with the contract. The CA has the responsibility of ensuring the work conforms to the requirements of the contract and such other responsibilities and authorities as may be specified in the contract. These include:

G.9.1.1 Keep the CO fully informed of any technical or contractual difficulties encountered during the performance period and advising the CO of any potential problem areas under the contract;

G.9.1.2 Coordinate site entry for Contractor personnel, if applicable;

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- G.9.1.3** Review invoices for completed work and recommending approval by the CO if the Contractor's costs are consistent with the negotiated amounts and progress is satisfactory and commensurate with the rate of expenditure;
- G.9.1.4** Review and approving invoices for deliverables to ensure receipt of goods and services. This includes the timely processing of invoices and vouchers in accordance with the District's payment provisions; and
- G.9.1.5** Maintain a file that includes all contract correspondence, modifications, records of inspections (site, data, equipment) and invoice or vouchers.
- G.9.2** The address and telephone number of the CA is:

Janice Sullivan
Metropolitan Police Department
Contract and Compliance Unit
5002 Hayes Street, NE
Washington, DC 20019
(202) 576-6650

G.9.3 The CA shall NOT have the authority to:

1. Award, agree to, or sign any contract, delivery order or task order. Only the CO shall make contractual agreements, commitments or modifications;
2. Grant deviations from or waive any of the terms and conditions of the contract;
3. Increase the dollar limit of the contract or authorize work beyond the dollar limit of the contract;
4. Authorize the expenditure of funds by the Contractor;
5. Change the period of performance; or
6. Authorize the use of District property, except as specified under the contract.

G.9.4 The Contractor will be fully responsible for any changes not authorized in advance, in writing, by the CO; may be denied compensation or other relief for any additional work performed that is not so authorized; and may also be required, at no additional cost to the District, to take all corrective action necessitated by reason of the unauthorized changes.

SECTION H: SPECIAL CONTRACT REQUIREMENTS

H.1 HIRING OF DISTRICT RESIDENTS AS APPRENTICES AND TRAINEES

H.1.1 For all new employment resulting from this contract or subcontracts hereto, as defined in Mayor's Order 83-265 and implementing instructions, the Contractor shall use its best efforts to comply with the following basic goal and objectives for utilization of bona fide residents of the District of Columbia in each project's labor force:

H.1.1.1 At least fifty-one (51) percent of apprentices and trainees employed shall be residents of the District of Columbia registered in programs approved by the District of Columbia Apprenticeship Council.

H.1.2 The Contractor shall negotiate an Employment Agreement with the Department of Employment Services ("DOES") for jobs created as a result of this contract. The DOES shall be the Contractor's first source of referral for qualified apprentices and trainees in the implementation of employment goals contained in this clause.

H.2 DEPARTMENT OF LABOR WAGE DETERMINATIONS

The Contractor shall be bound by the Wage Determination No. : **CBA-2016-8716, Revision No.: 0, dated May 9, 2016**, issued by the U.S. Department of Labor in accordance with the Service Contract Act, 41 U.S.C. §351 *et seq.*, and incorporated herein as Section J.2. The Contractor shall be bound by the wage rates for the term of the contract subject to revision as stated herein and in accordance with Section 24 of the SCP. If an option is exercised, the Contractor shall be bound by the applicable wage rates at the time of the option. If the option is exercised and the CO obtains a revised wage determination, the revised wage determination is applicable for the option periods and the Contractor may be entitled to an equitable adjustment.

H.3 PREGNANT WORKERS FAIRNESS

H.3.1 The Contractor shall comply with the Protecting Pregnant Workers Fairness Act of 2016, D.C. Official Code § 32-1231.01 *et seq.* (PPWF Act).

H.3.2 The Contractor shall not:

(a) Refuse to make reasonable accommodations to the known limitations related to pregnancy, childbirth, related medical conditions, or breastfeeding for an employee, unless the Contractor can demonstrate that the accommodation would impose an undue hardship;

(b) Take an adverse action against an employee who requests or uses a reasonable accommodation in regard to the employee's conditions or privileges of employment, including failing to reinstate the employee when the need for reasonable accommodations ceases to the employee's original job or to an equivalent position with equivalent:

(1) Pay;

(2) Accumulated seniority and retirement;

(3) Benefits; and

(4) Other applicable service credits;

(c) Deny employment opportunities to an employee, or a job applicant, if the denial is based on the need of the employer to make reasonable accommodations to the known limitations related to pregnancy, childbirth, related medical conditions, or breastfeeding;

(d) Require an employee affected by pregnancy, childbirth, related medical conditions, or breastfeeding to accept an accommodation that the employee chooses not to accept if the employee does not have a known limitation related to pregnancy, childbirth, related medical conditions, or breastfeeding or the accommodation is not necessary for the employee to perform her duties;

(e) Require an employee to take leave if a reasonable accommodation can be provided; or

(f) Take adverse action against an employee who has been absent from work as a result of a pregnancy-related condition, including a pre-birth complication.

H.3.3 The Contractor shall post and maintain in a conspicuous place a notice of rights in both English and Spanish and provide written notice of an employee's right to a needed reasonable accommodation related to pregnancy, childbirth, related medical conditions, or breastfeeding pursuant to this chapter to:

(a) New employees at the commencement of employment;

(b) Existing employees; and

(c) An employee who notifies the employer of her pregnancy, or other condition covered by this chapter, within 10 days of the notification.

H.3.4 The Contractor shall provide an accurate written translation of the notice of rights to any non-English or non-Spanish speaking employee.

H.3.5 Violations of the PPWF Act shall be subject to civil penalties as described in the Act.

H.4 UNEMPLOYED ANTI-DISCRIMINATION

H.4.1 The Contractor shall comply with the Unemployed Anti-Discrimination Act of 2012, D.C. Official Code § 32-1361 *et seq.*

H.4.2 The Contractor shall not:

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- (a) Fail or refuse to consider for employment, or fail or refuse to hire, an individual as an employee because of the individual's status as unemployed; or
- (b) Publish, in print, on the Internet, or in any other medium, an advertisement or announcement for any vacancy in a job for employment that includes:
 - (1) Any provision stating or indicating that an individual's status as unemployed disqualifies the individual for the job; or
 - (2) Any provision stating or indicating that an employment agency will not consider or hire an individual for employment based on that individual's status as unemployed.

H.4.3 Violations of the Unemployed Anti-Discrimination Act shall be subject to civil penalties as described in the Act.

H.5 51% DISTRICT RESIDENTS NEW HIRES REQUIREMENTS AND FIRST SOURCE EMPLOYMENT AGREEMENT

Delete Article 35, 51% District Residents New Hires Requirements and First Source Employment Agreement, of the Standard Contract Provisions dated July 2010 for use with District of Columbia Government Supplies and Services Contracts and substitute the following Section **H.5 51% DISTRICT RESIDENTS NEW HIRES REQUIREMENTS AND FIRST SOURCE EMPLOYMENT AGREEMENT** in its place:

H.5 51% DISTRICT RESIDENTS NEW HIRES REQUIREMENTS AND FIRST SOURCE EMPLOYMENT AGREEMENT

H.5.1 For contracts for services in the amount of \$300,000 or more, the Contractor shall comply with the First Source Employment Agreement Act of 1984, as amended, D.C. Official Code § 2-219.01 et seq. (First Source Act).

H.5.2 The Contractor shall enter into and maintain during the term of the contract, a First Source Employment Agreement (Employment Agreement) with the District of Columbia Department of Employment Service's (DOES), in which the Contractor shall agree that:

- (a) The first source for finding employees to fill all jobs created in order to perform the contract shall be the First Source Register; and
- (b) The first source for finding employees to fill any vacancy occurring in all jobs covered by the Employment Agreement shall be the First Source Register.

H.5.3 The Contractor shall not begin performance of the contract until its Employment Agreement has been accepted by DOES. Once approved, the Employment Agreement shall not be amended except with the approval of DOES.

H.5.4 The Contractor agrees that at least 51% of the new employees hired to perform the contract shall be District residents.

H.5.5 The Contractor's hiring and reporting requirements under the First Source Act and any rules promulgated thereunder shall continue for the term of the contract.

H.5.6 The CO may impose penalties, including monetary fines of 5% of the total amount of the direct and indirect labor costs of the contract, for a willful breach of the Employment Agreement, failure to submit the required hiring compliance reports, or deliberate submission of falsified data.

H.5.7 If the Contractor does not receive a good faith waiver, the CO may also impose an additional penalty equal to 1/8 of 1% of the total amount of the direct and indirect labor costs of the contract for each percentage by which the Contractor fails to meet its hiring requirements.

H.5.8 Any contractor which violates, more than once within a 10-year timeframe, the hiring or reporting requirements of the First Source Act shall be referred for debarment for not more than five (5) years.

H.5.9 The contractor may appeal any decision of the CO pursuant to this clause to the D.C. Contract Appeals Board as provided in **clause 14, Disputes**.

H.5.10 The provisions of the First Source Act do not apply to nonprofit organizations which employ 50 employees or less.

H.6 RESERVED

H.7 RESERVED

H.8 RESERVED

H.9 SUBCONTRACTING REQUIREMENTS

H.9.1 Mandatory Subcontracting Requirements

H.9.1.1 Unless the Director of the Department of Small and Local Business Development (DSLBD) has approved a waiver in writing, for all contracts in excess of \$250,000, at least 35% of the dollar volume of the contract shall be subcontracted to qualified small business enterprises (SBEs).

H.9.1.2 If there are insufficient SBEs to completely fulfill the requirement of paragraph H.9.1.1, then the subcontracting may be satisfied by subcontracting 35% of the dollar volume to any qualified certified business enterprises (CBEs); provided, however, that all reasonable efforts shall be made to ensure that SBEs are significant participants in the overall subcontracting work.

H.9.1.3 A prime contractor that is certified by DSLBD as a small, local or disadvantaged business enterprise shall not be required to comply with the provisions of sections H.9.1.1 and H.9.1.2.

H.9.1.4 Except as provided in H.9.1.5 and H.9.1.7, a prime contractor that is a CBE and has been granted a proposal preference pursuant to D.C. Official Code § 2-218.43, or is selected through a set-aside program, shall perform at least 35% of the contracting effort with its own

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organization and resources and, if it subcontracts, 35% of the subcontracting effort shall be with CBEs. A CBE prime contractor that performs less than 35% of the contracting effort shall be subject to enforcement actions under D.C. Official Code § 2-218.63.

H.9.1.5 A prime contractor that is a certified joint venture and has been granted a proposal preference pursuant to D.C. Official Code § 2-218.43, or is selected through a set-aside program, shall perform at least 50% of the contracting effort with its own organization and resources and, if it subcontracts, 35% of the subcontracting effort shall be with CBEs. A certified joint venture prime contractor that performs less than 50% of the contracting effort shall be subject to enforcement actions under D.C. Official Code § 2-218.63.

H.9.1.6 Each CBE utilized to meet these subcontracting requirements shall perform at least 35% of its contracting effort with its own organization and resources.

H.9.1.7 A prime contractor that is a CBE and has been granted a proposal preference pursuant to D.C. Official Code § 2-218.43, or is selected through a set-aside program, shall perform at least 50% of the on-site work with its own organization and resources if the contract is \$1 million or less.

H.9.2 Subcontracting Plan

If the prime contractor is required by law to subcontract under this contract, it must subcontract at least 35% of the dollar volume of this contract in accordance with the provisions of section H.9.1 of this clause. The plan shall be submitted as part of the proposal and may only be amended after award with the prior written approval of the CO and Director of DSLBD. Any reduction in the dollar volume of the subcontracted portion resulting from an amendment of the plan after award shall inure to the benefit of the District.

Each subcontracting plan shall include the following:

- (1) The name and address of each subcontractor;
- (2) A current certification number of the small or certified business enterprise;
- (3) The scope of work to be performed by each subcontractor; and
- (4) The price that the prime contractor will pay each subcontractor.

H.9.3 Copies of Subcontracts

Within twenty-one (21) days of the date of award, the Contractor shall provide fully executed copies of all subcontracts identified in the subcontracting plan to the CO, CA, District of Columbia Auditor and the Director of DSLBD.

H.9.4 Subcontracting Plan Compliance Reporting

H.9.4.1 If the Contractor has a subcontracting plan required by law for this contract, the Contractor shall submit a quarterly report to the CO, CA, District of Columbia Auditor and the Director of DSLBD. The quarterly report shall include the following information for each subcontract identified in the subcontracting plan:

- (A) The price that the prime contractor will pay each subcontractor under the subcontract;

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- (B) A description of the goods procured or the services subcontracted for;
- (C) The amount paid by the prime contractor under the subcontract; and
- (D) A copy of the fully executed subcontract, if it was not provided with an earlier quarterly report.

H.9.4.2 If the fully executed subcontract is not provided with the quarterly report, the prime contractor will not receive credit toward its subcontracting requirements for that subcontract.

H.9.5 Annual Meetings

Upon at least 30-days written notice provided by DSLBD, the Contractor shall meet annually with the CO, CA, District of Columbia Auditor and the Director of DSLBD to provide an update on its subcontracting plan.

H.9.6 Notices

The Contractor shall provide written notice to the DSLBD and the District of Columbia Auditor upon commencement of the contract and when the contract is completed.

H.9.7 Enforcement and Penalties for Breach of Subcontracting Plan

H.9.7.1 A contractor shall be deemed to have breached a subcontracting plan required by law, if the contractor (i) fails to submit subcontracting plan monitoring or compliance reports or other required subcontracting information in a reasonably timely manner; (ii) submits a monitoring or compliance report or other required subcontracting information containing a materially false statement; or (iii) fails to meet its subcontracting requirements.

H.9.7.2 A contractor that is found to have breached its subcontracting plan for utilization of CBEs in the performance of a contract shall be subject to the imposition of penalties, including monetary fines in accordance with D.C. Official Code § 2-218.63.

H.9.7.3 If the CO determines the Contractor's failure to be a material breach of the contract, the CO shall have cause to terminate the contract under the default provisions in **clause 8 of the SCP, Default.**

H.10 CRIMINAL BACKGROUND AND TRAFFIC RECORDS CHECKS FOR CONTRACTORS THAT PROVIDE DIRECT SERVICES TO CHILDREN OR YOUTH

H. 10.1 A Contractor that provides services as a covered child or youth services provider, as defined in section 202(3) of the Child and Youth, Safety and Health Omnibus Amendment Act of 2004, effective April 13, 2005 (D.C. Law 15-353; D.C. Official Code § 4-1501.01 *et seq.*), as amended (in this section, the "Act"), shall obtain criminal history records to investigate persons applying for employment, in either a compensated or an unsupervised volunteer position, as well as its current employees and unsupervised volunteers. The Contractor shall request criminal background checks for the following positions:

Security Guards I and II
Senior Level Managers,

Project Manager
Assistant Project Manager
Field Supervisors

H. 10.2 The Contractor shall also obtain traffic records to investigate persons applying for employment, as well as current employees and volunteers, when that person will be required to drive a motor vehicle to transport children in the course of performing his or her duties. The Contractor shall request traffic records for the following positions:

- Security Guards I and II
Senior Level Managers,
Project Manager
Assistant Project Manager
Field Supervisors

H.10.3 The Contractor shall inform all applicants requiring a criminal background check that a criminal background check must be conducted on the applicant before the applicant may be offered a compensated position or an unsupervised volunteer position.

H.10.4 The Contractor shall inform all applicants requiring a traffic records check that a traffic records check must be conducted on the applicant before the applicant may be offered a compensated position or a volunteer position.

H.10.5 The Contractor shall obtain from each applicant, employee and unsupervised volunteer:

- (A) a written authorization which authorizes the District to conduct a criminal background check;
- (B) a written confirmation stating that the Contractor has informed him or her that the District is authorized to conduct a criminal background check;
- (C) a signed affirmation stating whether or not they have been convicted of a crime, pleaded nolo contendere, are on probation before judgment or placement of a case upon a stet docket, or have been found not guilty by reason of insanity, for any sexual offenses or intra-family offenses in the District or their equivalent in any other state or territory, or for any of the following felony offenses or their equivalent in any other state or territory:
 - (i) Murder, attempted murder, manslaughter, or arson;
 - (ii) Assault, assault with a dangerous weapon, mayhem, malicious disfigurement, or threats to do bodily harm;
 - (iii) Burglary;
 - (iv) Robbery;
 - (v) Kidnapping;
 - (vi) Illegal use or possession of a firearm;
 - (vii) Sexual offenses, including indecent exposure; promoting, procuring, compelling, soliciting, or engaging in prostitution; corrupting minors (sexual relations with children); molesting; voyeurism; committing sex acts in public; incest; rape; sexual assault; sexual battery; or sexual abuse; but excluding sodomy between consenting adults;

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- (viii) Child abuse or cruelty to children; or
- (ix) Unlawful distribution of or possession with intent to distribute a controlled substance;

- (D) a written acknowledgement stating that the Contractor has notified them that they are entitled to receive a copy of the criminal background check and to challenge the accuracy and completeness of the report; and
- (E) a written acknowledgement stating that the Contractor has notified them that they may be denied employment or a volunteer position, or may be terminated as an employee or volunteer based on the results of the criminal background check.

H.10.6 The Contractor shall inform each applicant, employee and unsupervised volunteer that a false statement may subject them to criminal penalties.

H.10.7 Prior to requesting a criminal background check, the Contractor shall provide each applicant, employee, or unsupervised volunteer with a form or forms to be utilized for the following purposes:

- (A) To authorize the Metropolitan Police Department (MPD), or designee, to conduct the criminal background check and confirm that the applicant, employee, or unsupervised volunteer has been informed that the Contractor is authorized and required to conduct a criminal background check;
- (B) To affirm whether or not the applicant, employee, or unsupervised volunteer has been convicted of a crime, has pleaded nolo contendere, is on probation before judgment or placement of a case upon a stet docket, or has been found not guilty by reason of insanity for any sexual offenses or intra-family offenses in the District or their equivalent in any other state or territory of the United States, or for any of the felony offenses described in paragraph H.X.5(C);
- (C) To acknowledge that the applicant, employee, or unsupervised volunteer has been notified of his or her right to obtain a copy of the criminal background check report and to challenge the accuracy and completeness of the report;
- (D) To acknowledge that the applicant may be denied employment, assignment to, or an unsupervised volunteer position for which a criminal background check is required based on the outcome of the criminal background check; and
- (E) To inform the applicant or employee that a false statement on the form or forms may subject them to criminal penalties pursuant to D.C. Official Code § 22-2405.

H.10.8 The Contractor shall direct the applicant or employee to complete the form or forms and notify the applicant or employee when and where to report to be fingerprinted.

H.10.9 Unless otherwise provided herein, the Contractor shall request criminal background checks from the Chief, MPD (or designee), who shall be responsible for conducting criminal background checks, including fingerprinting.

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- H.10.10** The Contractor shall request traffic record checks from the Director, Department of Motor Vehicles (DMV) (or designee), who shall be responsible for conducting traffic record checks.
- H.10.11** The Contractor shall provide copies of all criminal background and traffic check reports to the CA within one business day of receipt.
- H.10.12** The Contractor shall pay for the costs for the criminal background and traffic record checks, pursuant to the requirements set forth by the MPD and DMV. The District shall not make any separate payment for the cost of criminal background and traffic record checks.
- H.10.13** The Contractor may make an offer of appointment to, or assign a current employee or applicant to, a compensated position contingent upon receipt from the CO of the CA's decision after his or her assessment of the criminal background or traffic record check.
- H.10.14** The Contractor may not make an offer of appointment to an unsupervised volunteer whose position brings him or her into direct contact with children until it receives from the contracting officer the CA's decision after his or her assessment of the criminal background or traffic record check.
- H.10.15** The Contractor shall not employ or permit to serve as an unsupervised volunteer an applicant or employee who has been convicted of, has pleaded nolo contendere to, is on probation before judgment or placement of a case on the stet docket because of, or has been found not guilty by reason of insanity for any sexual offenses involving a minor.
- H.10.16** Unless otherwise specified herein, the Contractor shall conduct periodic criminal background checks upon the exercise of each option year of this contract for current employees and unsupervised volunteers in the positions listed in sections H.10.1 and H.10.2.
- H.10.17** An employee or unsupervised volunteer may be subject to administrative action including, but not limited to, reassignment or termination at the discretion of the COTR after his or her assessment of a criminal background or traffic record check.
- H.10.18** The COTR shall be solely responsible for assessing the information obtained from each criminal background and traffic records check report to determine whether a final offer may be made to each applicant or employee. The CA shall inform the CO of its decision, and the CO shall inform the Contractor whether an offer may be made to each applicant.
- H.10.19** If any application is denied because the CA determines that the applicant presents a present danger to children or youth, the Contractor shall notify the applicant of such determination and inform the applicant in writing that she or he may appeal the denial to the Commission on Human Rights within thirty (30) days of the determination.
- H.10.20** Criminal background and traffic record check reports obtained under this section shall be confidential and are for the exclusive use of making employment-related determinations.

The Contractor shall not release or otherwise disclose the reports to any person, except as directed by the CO.

H.11 DISTRICT RESPONSIBILITIES

H.11.1 The Government will furnish the following supplies, materials and Equipment:

- (a) Electrical and mechanical equipment where installed, such as alarm and surveillance systems, hand wand metal detectors, X-Ray systems, and portable radios (hand-held).
- (b) Repair and maintenance of equipment in paragraph a above.
- (c) An "*Officers Instruction Manual*" and "*Activity Log Book*" shall be furnished by the CA and shall be maintained by the Contractor on site at the central control point and shall contain complete duty instructions for all posts involved, including instructions for emergency procedures and Occupancy Emergency/Evacuation Procedures, General Orders and specific Post Orders for each facility. A separate loose-leaf binder titled "*Special Orders Log*" shall be furnished by the CA and maintained by the Contractor at each post and shall contain only those items of special duty instructions pertinent to that specific post. The "*Officers Instruction Manual*", "*Activity Log Book*", and "*Special Orders Log*" shall not be removed from the Government property, or reproduced or copied in any manner unless properly authorized, in writing by the CA.
- (d) Telephones deemed necessary by the Government for the conduct of official Government business under this contract.
- (e) Guard office, locker space, locker and office equipment (as deemed necessary by the Government).
- (f) All administrative forms prescribed for use by the Contractor's employees.

H.11.2. The District will assign a principal CA to monitor the Contractor's performance. The CA or designated Points of Contact at each location will provide citywide security order and facility-specific Post Orders to the Contractor upon initial assignment of its employees and whenever amended. In addition to the security services called for under the terms of this document, Post Orders shall be used by contract employees as the required procedures to address specific security concerns at particular Facilities. The CA may modify, amend, or revise the Post Orders to change shift duties, start and stop times, and post locations provided the change is within the contract scope and has no impact on the contract price. Such changes shall not require modification of the contract.

H.12 CONTRACTOR RESPONSIBILITIES

H.12.1 Commission/Certification Report - The Contractor shall provide a report of the current license status of each contract employee monthly to CA. The report shall include the name, date of expiration and commission/guard license number. This list

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shall also include any personnel no longer working for the Contractor during the reporting period.

H.12.2 **Contractor Employee Identification Cards.** - MPD and SOMB shall issue Security Guard Identification Cards and SPO Commissions, for each employee of the Contractor. No contract employee shall work under this contract without the appropriate identification.

H.12.3 **Uniforms** All uniforms shall comply with the standards used for SPO's and guards as stipulated by the MPD, SOMB. Presentation of intended uniforms shall be made to the CA within seven (7) working days prior to contract start date. The Contractor shall also provide the CA with its Uniform Issuing Policy within 15 days prior to contract start date that will stipulate the number of uniforms issued per employee. The policy shall also include the Contractor's process for replacing old, worn or unserviceable uniforms.

H.12.4 **Protecting Pregnant Workers Fairness Act of 2014** – The Contractor shall be in full compliance with this law and maintain document to support its action.

H.13 **ADDITIONAL GUARDS AND LOCATIONS**

H.13.1 The District Government reserves the right to change the provisions of the J.10 schedule (or decrease guards and locations) as the requirements change under the contract. The request for additional security coverage shall be provided in writing with at least forty-eight (48) hours' notice to the Contractor. The Contractor shall provide the appropriate security personnel within forty-eight (48) hours unless otherwise directed by MPD. This coverage shall be billable at the contract rates in Section B of the contract.

H.14 **LIQUIDATED DAMAGES**

The Contractor is on notice that the security services provided pursuant to the terms of this contract are critical in nature and the Metropolitan Police Department (MPD) will apply liquidated damages as follows:

H.14.1 MPD/DCPS will conduct random checks of Contractor's use of the District's detection devices, such as X-Ray machines, magnetometer, hand held device, etc. An MPD/DCPS employee will attempt to bring in one of the weapons listed in H.14.2 into a building that contains detection devices.

H.14.2 The Contractor shall detect all weapons on the MPD/DCPS employee, including but not limited to the following: A knife or sharp instrument with a blade that is six (6) inches or more in length, any handgun (whether operable or not), or any rifle or shotgun (whether operable or not) that is on a person (concealed or not) or inside a person's bag.

H.14.3 If the Contractor's employee(s) fails to detect a weapon, the Contractor shall be responsible to the District for three hundred seventy-five and 00/100 dollars (\$375.00) for each incident.

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H.14.4 If the Contractor fails to detect a weapon, the District may cancel and terminate this contract pursuant to the District of Columbia Standard Contract Provisions, Section 8, referenced in this contract in Section I, Contract Clause I.1.

H.14.5 If the Contractor fails to cover a post for any period of time as required by the contract, the Contractor shall pay \$59.00 per hour for any fraction thereof.

H.15 **BOND REQUIREMENTS**

H.15.1 The Contractor shall provide a bid bond in the amount of \$100,000.00 along with the proposal and maintain the bid bond until notification of contract award.

H.15.2 The Contractor upon entering into a contract with the District shall obtain a performance bond in the amount of \$1 million. The Contractor shall submit the performance bond to the Contracting Officer within 10 days of contract award.

H.15.3 Contractor shall obtain the bid bond and performance bond from a surety in accordance with 27 DCMR Chapter 2708. The bond shall be in the form of a certified check or irrevocable letter of credit issued by an insured financial institution in the equivalent amount of the security; or the United States government securities that are signed to the District which pledge full faith and credit of the United States.

SECTION I: CONTRACT CLAUSES

I.1 APPLICABILITY OF STANDARD CONTRACT PROVISIONS

The Standard Contract Provisions for use with District of Columbia Government Supplies and Services Contracts dated July 2010 ("SCP") are incorporated as part of the contract. To obtain a copy of the SCP go to www.ocp.dc.gov, click on OCP Policies under the heading "Information", then click on "Standard Contract Provisions – Supplies and Services Contracts".

I.2 CONTRACTS THAT CROSS FISCAL YEARS

Continuation of this contract beyond the current fiscal year is contingent upon future fiscal appropriations.

I.3 CONFIDENTIALITY OF INFORMATION

The Contractor shall keep all information relating to any employee or customer of the District in absolute confidence and shall not use the information in connection with any other matters; nor shall it disclose any such information to any other person, firm or corporation, in accordance with the District and federal laws governing the confidentiality of records.

I.4 TIME

Time, if stated in a number of days, will include Saturdays, Sundays, and holidays, unless otherwise stated herein.

I.5 RIGHTS IN DATA

Delete Article 42, Rights in Data, of the Standard Contract Provisions dated July 2010 for use with District of Columbia Government Supplies and Services Contracts and substitute the following Article 42, Rights in Data) in its place:

A. Definitions

1. "**Products**" - A deliverable under any contract that may include commodities, services and/or technology furnished by or through Contractor, including existing and custom Products, such as, but not limited to: a) recorded information, regardless of form or the media on which it may be recorded; b) document research; c) experimental, developmental, or engineering work; d) licensed software; e) components of the hardware environment; f) printed materials (including but not limited to training manuals, system and user documentation, reports, drawings); g) third party software; h) modifications, customizations, custom programs, program listings, programming tools, data, modules, components; and i) any intellectual property embodied therein, whether in tangible or intangible form, including but not limited to utilities, interfaces, templates, subroutines, algorithms, formulas, source code, and object code.

2. "Existing Products" - Tangible Products and intangible licensed Products that exist prior to the commencement of work under the contract. Existing Products must be identified on the Product prior to commencement of work or else will be presumed to be Custom Products.
3. "Custom Products" - Products, preliminary, final or otherwise, which are created or developed by Contractor, its subcontractors, partners, employees, resellers or agents for the District under the contract.
4. "District" - The District of Columbia and its agencies.

B. Title to Project Deliverables

The Contractor acknowledges that it is commissioned by the District to perform services detailed in the contract. The District shall have ownership and rights for the duration set forth in the contract to use, copy, modify, distribute, or adapt Products as follows:

1. Existing Products: Title to all Existing Licensed Product(s), whether or not embedded in, delivered or operating in conjunction with hardware or Custom Products, shall: (1) remain with Contractor or third party proprietary owner, who retains all rights, title and interest (including patent, trademark or copyrights). Effective upon payment, the District is granted an irrevocable, non-exclusive, worldwide, paid-up license to use, execute, reproduce, display, perform, adapt (unless Contractor advises the District as part of Contractor's proposal that adaptation will violate existing agreements or statutes and Contractor demonstrates such to the District's satisfaction) and distribute Existing Product to District users up to the license capacity stated in the contract with all license rights necessary to fully effect the general business purpose(s) of the project or work plan or contract; and (2) be licensed in the name of the District. The District agrees to reproduce the copyright notice and any other legend of ownership on any copies authorized under this paragraph.
2. Custom Products: Effective upon Product creation, Contractor hereby conveys, assigns, and transfers to the District the sole and exclusive rights, title and interest in Custom Product(s), whether preliminary, final or otherwise, including all patent, trademark and copyrights. Contractor hereby agrees to take all necessary and appropriate steps to ensure that the Custom Products are protected against unauthorized copying, reproduction and marketing by or through Contractor.

C. Transfers or Assignments of Existing or Custom Products by the District

The District may transfer or assign Existing or Custom Products and the licenses thereunder to another District agency. Nothing herein shall preclude the Contractor from otherwise using the related or underlying general knowledge, skills, ideas, concepts, techniques and experience developed under a project or work plan in the course of Contractor's business.

D. Subcontractor Rights

Whenever any data, including computer software, are to be obtained from a subcontractor under the contract, the Contractor shall use this clause, **Rights in Data**, in the subcontract, without alteration, and no other clause shall be used to enlarge or diminish the District's or the

Contractor's rights in that subcontractor data or computer software which is required for the District.

E. Source Code Escrow

1. For all computer software furnished to the District with the rights specified in section B.2, the Contractor shall furnish to the District, a copy of the source code with such rights of the scope as specified in section B.2 of this clause. For all computer software furnished to the District with the restricted rights specified in section B.1 of this clause, the District, if the Contractor either directly or through a successor or affiliate shall cease to provide the maintenance or warranty services provided the District under the contract or any paid-up maintenance agreement, or if the Contractor should be declared insolvent by a court of competent jurisdiction, shall have the right to obtain, for its own and sole use only, a single copy of the current version of the source code supplied under the contract, and a single copy of the documentation associated therewith, upon payment to the person in control of the source code the reasonable cost of making each copy.

2. If the Contractor or Product manufacturer/developer of software furnished to the District with the rights specified in section B.1 of this clause offers the source code or source code escrow to any other commercial customers, the Contractor shall either: (1) provide the District with the source code for the Product; (2) place the source code in a third party escrow arrangement with a designated escrow agent who shall be named and identified to the District, and who shall be directed to release the deposited source code in accordance with a standard escrow arrangement acceptable to the District; or (3) will certify to the District that the Product manufacturer/developer has named the District as a named beneficiary of an established escrow arrangement with its designated escrow agent who shall be named and identified to the District, and who shall be directed to release the deposited source code in accordance with the terms of escrow.

3. The Contractor shall update the source code, as well as any corrections or enhancements to the source code, for each new release of the Product in the same manner as provided above, and certify such updating of escrow to the District in writing.

F. Indemnification and Limitation of Liability

The Contractor shall indemnify and save and hold harmless the District, its officers, agents and employees acting within the scope of their official duties against any liability, including costs and expenses, (i) for violation of proprietary rights, copyrights, or rights of privacy, arising out of the publication, translation, reproduction, delivery, performance, use or disposition of any data furnished under this contract, or (ii) based upon any data furnished under this contract, or based upon libelous or other unlawful matter contained in such data.

I.6 OTHER CONTRACTORS

The Contractor shall not commit or permit any act that will interfere with the performance of work by another District contractor or by any District employee.

I.7 SUBCONTRACTS

The Contractor hereunder shall not subcontract any of the Contractor's work or services to any subcontractor without the prior written consent of the CO. Any work or service so

subcontracted shall be performed pursuant to a subcontract agreement, which the District will have the right to review and approve prior to its execution by the Contractor. Any such subcontract shall specify that the Contractor and the subcontractor shall be subject to every provision of this contract. Notwithstanding any such subcontract approved by the District, the Contractor shall remain liable to the District for all Contractor's work and services required hereunder.

I.8 INSURANCE

A. **GENERAL REQUIREMENTS.** The Contractor shall procure and maintain, during the entire period of performance under this contract, the types of insurance specified below. The Contractor shall have its insurance broker or insurance company submit a Certificate of Insurance to the CO giving evidence of the required coverage prior to commencing performance under this contract. In no event shall any work be performed until the required Certificates of Insurance signed by an authorized representative of the insurer(s) have been provided to, and accepted by, the CO. All insurance shall be written with financially responsible companies authorized to do business in the District of Columbia or in the jurisdiction where the work is to be performed and have an A.M. Best Company rating of A-VIII or higher. The Contractor shall require all of its subcontractors to carry the same insurance required herein. The Contractor shall ensure that all policies provide that the CO shall be given thirty (30) days prior written notice in the event the stated limit in the declarations page of the policy is reduced via endorsement or the policy is canceled prior to the expiration date shown on the certificate. The Contractor shall provide the CO with ten (10) days prior written notice in the event of non-payment of premium.

1. Commercial General Liability Insurance. The Contractor shall provide evidence satisfactory to the CO with respect to the services performed that it carries \$1,000,000 per occurrence limits; \$2,000,000 aggregate; Bodily Injury and Property Damage including, but not limited to: premises-operations; broad form property damage; Products and Completed Operations; Personal and Advertising Injury; contractual liability and independent contractors. The policy coverage shall include the District of Columbia as an additional insured, shall be primary and non-contributory with any other insurance maintained by the District of Columbia, and shall contain a waiver of subrogation. The Contractor shall maintain Completed Operations coverage for five (5) years following final acceptance of the work performed under this contract.
2. Automobile Liability Insurance. The Contractor shall provide automobile liability insurance to cover all owned, hired or non-owned motor vehicles used in conjunction with the performance of this contract. The policy shall provide a \$1,000,000 per occurrence combined single limit for bodily injury and property damage.
3. Workers' Compensation Insurance. The Contractor shall provide Workers' Compensation insurance in accordance with the statutory mandates of the District of Columbia or the jurisdiction in which the contract is performed.

Employer's Liability Insurance. The Contractor shall provide employer's liability insurance as follows: \$1 million per accident for injury; \$1 million per employee for disease; and \$1 million for policy disease limit.

4. Umbrella or Excess Liability Insurance. The Contractor shall provide umbrella or excess liability (which is excess over employer's liability, general liability, and automobile liability) insurance as follows: \$5 million per occurrence, including the District of Columbia as additional insured.
5. Professional Liability Insurance (Errors & Omissions). The Contractor shall provide Professional Liability Insurance (Errors and Omissions) to cover liability resulting from any error or omission in the performance of professional services under this Contract. The policy shall provide limits of \$2 million per occurrence for each wrongful act and \$2 million annual aggregate.

The Contractor shall maintain this insurance for five (5) years following the District's final acceptance of the work performed under this contract.

6. Crime Insurance (3rd Party Indemnity). The Contractor shall provide a 3rd Party Crime policy to cover the dishonest acts of Contractor's employees which result in a loss to the District. The policy shall provide a limit of \$1 million per occurrence. This coverage shall be endorsed to name the District of Columbia as joint-loss payee, as their interests may appear.
7. Sexual/Physical Abuse & Molestation. The Contractor shall provide evidence satisfactory to the Contracting Officer with respect to the services performed that it carries \$1,000,000 per occurrence limits; \$2,000,000 aggregate. The policy coverage shall include the District of Columbia as an additional insured. This insurance requirement will be considered met if the general liability insurance includes sexual abuse and molestation coverage for the required amounts.
8. Environmental Liability Insurance. The Contractor shall provide a policy to cover costs associated with bodily injury, property damage and remediation expenses associated with pollution incidents including, but not limited to, mold, asbestos or lead removal. The policy shall provide a minimum of \$1 million in coverage per incident and \$1 million aggregate.
9. Employment Practices Liability. The Contractor shall provide evidence satisfactory to the Contracting Officer with respect to the operations performed to cover the defense of employment related claims which the District of Columbia would be named as a co-defendant in claims arising from: Discrimination, Sexual Harassment, Wrongful Termination, or Workplace Torts. Policy shall include the Client Company Endorsement for Temporary Help Firms and the Independent Contractors Endorsement. The policy shall provide limits of \$2 million for each wrongful act and \$2 million annual aggregate for each wrongful act. The Contractor shall maintain this insurance for five (5) years following the District's final acceptance of the work performed under this contract.

B. DURATION. The Contractor shall carry all required insurance until all contract work is accepted by the District, and shall carry the required General Liability; any required Professional Liability; and any required Employment Practices Liability insurance for five (5) years following final acceptance of the work performed under this contract.

- C. **LIABILITY.** These are the required minimum insurance requirements established by the District of Columbia. **HOWEVER, THE REQUIRED MINIMUM INSURANCE REQUIREMENTS PROVIDED ABOVE WILL NOT IN ANY WAY LIMIT THE CONTRACTOR'S LIABILITY UNDER THIS CONTRACT.**
- D. **CONTRACTOR'S PROPERTY.** Contractor and subcontractors are solely responsible for any loss or damage to their personal property, including but not limited to tools and equipment, scaffolding and temporary structures, rented machinery, or owned and leased equipment. A waiver of subrogation shall apply in favor of the District of Columbia.
- E. **MEASURE OF PAYMENT.** The District shall not make any separate measure or payment for the cost of insurance and bonds. The Contractor shall include all of the costs of insurance and bonds in the contract price.
- F. **NOTIFICATION.** The Contractor shall immediately provide the CO with written notice in the event that its insurance coverage has or will be substantially changed, canceled or not renewed, and provide an updated certificate of insurance to the CO.
- G. **CERTIFICATES OF INSURANCE.** The Contractor shall submit certificates of insurance giving evidence of the required coverage as specified in this section prior to commencing work. Evidence of insurance shall be submitted to:
- Yvette Henry, Contracting Officer
Office of Contracting and Procurement
District of Columbia Government
441 4th Street, N.W., Suite 700 South
Washington, D.C. 20001
- H. **DISCLOSURE OF INFORMATION.** The Contractor agrees that the District may disclose the name and contact information of its insurers to any third party which presents a claim against the District for any damages or claims resulting from or arising out of work performed by the Contractor, its agents, employees, servants or subcontractors in the performance of this contract.

I.9 EQUAL EMPLOYMENT OPPORTUNITY

In accordance with the District of Columbia Administrative Issuance System, Mayor's Order 85-85 dated June 10, 1985, the forms for completion of the Equal Employment Opportunity Information Report are incorporated herein as Section J.3. An award cannot be made to any Offeror who has not satisfied the equal employment requirements.

I.10 ORDER OF PRECEDENCE

The contract awarded as a result of this RFP will contain the following clause:

ORDER OF PRECEDENCE

A conflict in language shall be resolved by giving precedence to the document in the highest order of priority that contains language addressing the issue in question. The following documents are incorporated into the contract by reference and made a part of the contract in the following order of precedence:

- (1) An applicable Court Order, if any
- (2) Contract document
- (3) Standard Contract Provisions
- (4) Contract attachments other than the Standard Contract Provisions
- (5) RFP, as amended
- (6) BAFOs (in order of most recent to earliest)
- (7) Proposal

I.11 DISPUTES

Delete Article 14, Disputes, of the Standard Contract Provisions for use with District of Columbia Government Supplies and Services Contracts and substitute the following Article 14, Disputes) in its place:

I.11.1 Disputes

All disputes arising under or relating to the contract shall be resolved as provided herein.

(a) **Claims by the Contractor against the District:** Claim, as used in paragraph (a) of this clause, means a written assertion by the Contractor seeking, as a matter of right, the payment of money in a sum certain, the adjustment or interpretation of contract terms, or other relief arising under or relating to the contract. A claim arising under a contract, unlike a claim relating to that contract, is a claim that can be resolved under a contract clause that provides for the relief sought by the claimant

(1) All claims by a Contractor against the District arising under or relating to a contract shall be in writing and shall be submitted to the CO for a decision. The Contractor's claim shall contain at least the following:

- (i) A description of the claim and the amount in dispute;
- (ii) Data or other information in support of the claim;
- (iii) A brief description of the Contractor's efforts to resolve the dispute prior to filing the claim; and
- (iii) The Contractor's request for relief or other action by the CO.

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- (2) The CO may meet with the Contractor in a further attempt to resolve the claim by agreement.
- (3) The CO shall issue a decision on any claim within 120 calendar days after receipt of the claim. Whenever possible, the CO shall take into account factors such as the size and complexity of the claim and the adequacy of the information in support of the claim provided by the Contractor.
- (4) The CO's written decision shall do the following:
 - (i) Provide a description of the claim or dispute;
 - (ii) Refer to the pertinent contract terms;
 - (iii) State the factual areas of agreement and disagreement;
 - (iv) State the reasons for the decision, including any specific findings of fact, although specific findings of fact are not required and, if made, shall not be binding in any subsequent proceeding;
 - (v) If all or any part of the claim is determined to be valid, determine the amount of monetary settlement, the contract adjustment to be made, or other relief to be granted;
 - (vi) Indicate that the written document is the CO's final decision; and
 - (vii) Inform the Contractor of the right to seek further redress by appealing the decision to the Contract Appeals Board.
- (5) Failure by the CO to issue a decision on a contract claim within 120 days of receipt of the claim will be deemed to be a denial of the claim, and will authorize the commencement of an appeal to the Contract Appeals Board as provided by D.C. Official Code § 2-360.04.
- (6) If a contractor is unable to support any part of its claim and it is determined that the inability is attributable to a material misrepresentation of fact or fraud on the part of the Contractor, the Contractor shall be liable to the District for an amount equal to the unsupported part of the claim in addition to all costs to the District attributable to the cost of reviewing that part of the Contractor's claim. Liability under this paragraph (a)(6) shall be determined within six (6) years of the commission of the misrepresentation of fact or fraud.
- (7) Pending final decision of an appeal, action, or final settlement, the Contractor shall proceed diligently with performance of the contract in accordance with the decision of the CO.
- (b) **Claims by the District against the Contractor:** Claim as used in paragraph (b) of this clause, means a written demand or written assertion by the District seeking, as a matter of right, the payment of money in a sum certain, the adjustment of contract terms, or other relief arising under or relating to the contract. A claim arising under a contract, unlike a claim relating to that contract, is a claim that can be resolved under a contract clause that provides for the relief sought by the claimant.

- (1) The CO shall decide all claims by the District against a contractor arising under or relating to a contract.
 - (2) The CO shall send written notice of the claim to the contractor. The CO's written decision shall do the following:
 - (i) Provide a description of the claim or dispute;
 - (ii) Refer to the pertinent contract terms;
 - (iii) State the factual areas of agreement and disagreement;
 - (iv) State the reasons for the decision, including any specific findings of fact, although specific findings of fact are not required and, if made, shall not be binding in any subsequent proceeding;
 - (v) If all or any part of the claim is determined to be valid, determine the amount of monetary settlement, the contract adjustment to be made, or other relief to be granted;
 - (vi) Indicate that the written document is the CO's final decision; and
 - (vii) Inform the Contractor of the right to seek further redress by appealing the decision to the Contract Appeals Board.
 - (3) The CO shall support the decision by reasons and shall inform the Contractor of its rights as provided herein.
 - (4) Before or after issuing the decision, the CO may meet with the Contractor to attempt to resolve the claim by agreement.
 - (5) The authority contained in this paragraph (b) shall not apply to a claim or dispute for penalties or forfeitures prescribed by statute or regulation which another District agency is specifically authorized to administer, settle or determine.
 - (6) This paragraph shall not authorize the CO to settle, compromise, pay, or otherwise adjust any claim involving fraud.
- (c) Decisions of the CO shall be final and not subject to review unless the Contractor timely commences an administrative appeal for review of the decision, by filing a complaint with the Contract Appeals Board, as authorized by D.C. Official Code § 2-360.04.
 - (d) Pending final decision of an appeal, action, or final settlement, the Contractor shall proceed diligently with performance of the contract in accordance with the decision of the CO.

L.12 COST AND PRICING DATA

Delete Article 25, Cost and Pricing Data, of the Standard Contract Provisions dated July 2010 for use with District of Columbia Government Supplies and Services Contracts.

SECTION J: ATTACHMENTS

The following list of attachments is incorporated into the solicitation by reference.

Attachment Number	Document
J.1	Government of the District of Columbia Standard Contract Provisions for Use with the Supplies and Services Contracts (July 2010) available at www.ocp.dc.gov click on "Solicitation Attachments"
J.2	U.S. Department of Labor Wage Determination: CBA-2016-8716, Revision No.: 0, dated May 9, 2016 (Attached to this document.).
J.3	Office of Local Business Development Equal Employment Opportunity Information Report and Mayor's Order 85-85. available at www.ocp.dc.gov click on "Solicitation Attachments"
J.4	Department of Employment Services First Source Employment Agreement available at www.ocp.dc.gov click on "Solicitation Attachments"
J.5	Way to Work Amendment Act of 2006 - Living Wage Notice available at www.ocp.dc.gov
J.6	Way to Work Amendment Act of 2006 - Living Wage Fact Sheet available at www.ocp.dc.gov click on "Solicitation Attachments"
J.7	Tax Certification Affidavit available at www.ocp.dc.gov click on "Solicitation Attachments"
J.8	Cost/Price Certification and Data Package available at www.ocp.dc.gov click on "Solicitation Attachments"
J.9	Bidder/Offeror Certification Form available at www.ocp.dc.gov click on "Solicitation Attachments"
J.10	List of School Locations and Duty Hours (Number and Types of Guards Assigned at each School)
J.11	Current Combined Bargaining Agreement for Security Guards
J.12	DC Code 4-1500 et. seq. Criminal Background Checks for Services Involving Children as of May 2011
J.13	Subcontracting Plan Form available at www.ocp.dc.gov click on "Solicitation Attachments" (must be completed and returned with the proposal)
J.14	Bid Bond Form (Must be completed and returned with a bond along with the proposal)
J.15	Performance Bond Form (Submit within 10 days upon contract award)

Security Services for DCPS.
CW52393

Attachment Number	Document
J.16	Past Performance Evaluation Form (Submit 3 along with the proposal)

SCHOOL SAFETY ALLIANCE QUARTERLY MEETING #3

Meeting Title:	School Safety Alliance - Quarterly Meeting #3 (March 2020)		
Frequency:	Quarterly	Duration:	2 hours
Pace:	Fast and efficient		
Location:	Executive Conference Room		
Purpose:	To maintain a common operating picture within the District for all school-related initiatives. This forum gives stakeholders the chance to inform and discuss planning, training, and exercises relating to schools within the District.		

Agenda

- Group Introductions
 - Name
 - Agency
- NTIC Briefing - January School Safety Packet
 - The school safety packet is a product developed by our fusion center analysis and preparedness folks. This packet is made up of about 5-7 separate products each quarter. The products focus on current/new/upcoming trends in schools, helpful tips, threats to keep an eye out for, new initiatives, etc.
- Guest Presentation - TBD (Topic: School Safety legislation)
- School Safety Updates
 - DCPS Updates
 - Charter School Updates
 - HSEMA Updates
 - ReadyDC Program Series
 - Stop the Bleed Initiative
 - River Terrace Exercise Series - The District has successfully completed a tabletop exercise, drill, and series of planning meetings to support the development of the RTEC evacuation plan. To deliver an effective, well balanced, and overall safe full-scale transportation exercise (FSE) for the River Terrace Education Campus students, staff, and stakeholders; the exercise has been moved to spring 2020. This decision is due to an abundance of caution and thoughtful consideration for this community of practice. Moving forward, our plan is to focus on developing, implementing, and providing training for the River Terrace community, as we redouble our efforts on logistics and planning for the FSE in the coming months. This effort will give our stakeholders the opportunity to better familiarize themselves with the River Terrace Education Campus Emergency Transportation Evacuation Plan. In the coming months, stakeholders will have the opportunity to utilize the new E-learning system. This system was created to assist with plan
 - Upcoming Meetings - Calendar Invites to Follow
 - June 11, 2020, 11:30AM - 1:30PM
- Questions & Group Discussion
 - Legislation Review
 - Best Practices with School Legis





SCHOOL SAFETY ALLIANCE QUARTERLY MEETING #3

- Funding Opportunities
- Current Legislation for School Safety
- Missing Partners
- School Safety Packet Topics
- Closing Remarks

Action Items

Item	Assigned To	Due:

Decisions Made



Q15 Attachment_FY19 Midyear Separations

Location	SY 2017-2018	SY 2018-2019	SY 2019-2020	Grand Total
Aiton ES	0	1	0	1
Amidon ES	0	2	0	2
Anacostia SHS	2	2	2	6
Ballou SHS	8	4	4	16
Ballou Stay	0	2	0	2
Bancroft ES	2	1	0	3
Banneker SHS	1	1	0	2
Barnard ES	0	4	0	4
Beers ES	0	0	1	1
Boone ES	0	2	0	2
Brent ES	2	1	0	3
Brightwood ES	3	1	0	4
Brookland MS	3	2	1	6
Browne JHS	4	2	0	6
Bruce-Monroe ES	3	1	2	6
Bunker Hill	0	2	0	2
Burrville ES	5	0	0	5
Capitol Hill Montessori@Logan	1	6	1	8
Cardozo SHS	6	1	3	10
Cleveland ES	1	2	0	3
Columbia Heights EC	10	5	3	18
Cooke H.D. ES	1	0	0	1
Coolidge SHS	2	1	0	3
Deal JHS	6	5	2	13
Dorothy Height ES	1	2	0	3
Drew ES	3	2	0	5
Dunbar SHS	3	4	3	10
Eastern SHS	5	5	2	12
Eaton ES	1	1	0	2
Eliot JHS	5	4	0	9
Excel Academy	0	1	2	3
Francis Stevens EC	1	1	0	2
Garfield ES	3	3	0	6
Garrison ES	1	1	0	2
Hardy MS	3	2	1	6
Harris C.W. ES	2	1	0	3
Hart MS	1	0	1	2
Hearst ES	0	1	1	2
Houston ES	0	1	0	1
Hyde ES	2	0	0	2
IDA B WELLS MS	0	0	2	2
Incarcerated Youth Program	0	1	0	1
Janney ES	0	2	0	2
Jefferson Academy	2	1	1	4
Johnson JHS	0	0	1	1
Kelly Miller MS	0	3	1	4

Q15 Attachment_FY19 Midyear Separations

Location	SY 2017-2018	SY 2018-2019	SY 2019-2020	Grand Total
Ketcham ES	1	1	1	3
Key ES	1	0	0	1
Kimball ES	1	0	0	1
King, ML ES	0	1	2	3
Kramer MS	4	5	3	12
Lafayette ES	0	2	0	2
Langdon ES	3	1	1	5
Langley EC	1	2	0	3
LaSalle ES	1	0	1	2
Leckie ES	0	1	2	3
Ludlow-Taylor ES	2	1	0	3
Luke C. Moore Academy SHS	0	0	1	1
MacFarland MS	0	1	1	2
Malcolm X ES	1	0	0	1
Mann ES	0	1	0	1
McKinley MS	1	0	0	1
McKinley Technology SHS	1	2	1	4
Miner ES	0	3	1	4
Moten ES	2	3	1	6
Murch ES	3	1	0	4
Noyes ES	1	0	0	1
Itinerant/Office-Based	1	1	4	6
Oyster - Adams Bilingual School	2	0	1	3
Patterson ES	2	1	0	3
Payne ES	3	2	0	5
Phelps SHS	4	3	0	7
Plummer ES	0	2	0	2
Powell ES	2	1	0	3
Randle Highlands ES	1	0	1	2
Raymond ES	1	2	0	3
Reed Marie LC	1	0	0	1
River Terrace ES	4	2	0	6
Ron Brown College Prep HS	1	1	0	2
Roosevelt SHS	3	3	3	9
Roosevelt STAY	1	1	0	2
Ross ES	0	0	1	1
Savoy ES	1	1	0	2
School w/out Walls SHS	2	0	0	2
School Within School @ Goding	1	0	0	1
Seaton ES	0	0	1	1
Shepherd ES	1	2	1	4
Simon ES	2	0	2	4
Smothers ES	2	0	2	4
Sousa MS	0	0	2	2
Stanton ES	0	2	0	2
Stuart Hobson MS	2	1	0	3

Q15 Attachment_FY19 Midyear Separations

Location	SY 2017-2018	SY 2018-2019	SY 2019-2020	Grand Total
Takoma ES	2	1	1	4
Thomas ES	1	1	1	3
Truesdell ES	3	1	4	8
Tubman ES	2	3	0	5
Turner ES	1	0	3	4
Tyler ES	2	1	1	4
Van Ness ES	0	0	1	1
Walker-Jones ES	2	1	0	3
Washington Metropolitan SHS	1	0	0	1
Webb - Wheatley ES	1	0	3	4
Wheatley	1	0	0	1
Whittier ES	0	3	0	3
Wilson J.O. ES	4	2	1	7
Wilson SHS	3	3	4	10
Woodson H.D. SHS	3	3	0	6
Youth Service Center	1	1	0	2



School Psychologist

Certified 04-01-2018

Pay Plan: ET - 15 (10 Month)

Grade: ET

Union: WTU

Step/Salary: 1-16 / \$55,209 - \$108,262

Location: Washington, DC

Our public school students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees.

DCPS serves 48,750 students in the nation's capital through the efforts of approximately 4,000 educators in 115 schools. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

The Psychologist provides a full range of school psychological services to children in grades Pre-K through 12, including screening and assessment, designing remedial educational programs, individual and group counseling with school staff, parents, and outside agencies as appropriate. The Psychologist functions as a member of the school's multi-disciplinary team to interpret evaluation results and determine the student's eligibility for special services, appropriate programming, and on-going progress. This position is a safety-sensitive position. As a result, throughout employment this position will be subject to the Employee Mandatory Drug and Alcohol Testing Policy.

The Psychologist will report to the Principal.

Essential Duties and Responsibilities

The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Selects, administers, scores, and interprets approved individual psychological, intelligence, and behavioral measures, using instruments and procedures approved by DCPS to referred students.

Q16 Attachment_FY19 School Psychologist Position Description

- Prepares evaluation reports utilizing the format approved by DCPS; and writes reports that are meaningful to parents, teachers, and students.
- Analyzes evaluation data, student records, and information pertinent to student learning, and formulates hypotheses and conclusions relating to learning and behavioral issues.
- Participates in MDT/IEP committee meetings to interpret evaluation results to parents and school personnel.
- Serves in a consultative role with designated personnel to offer prevention and intervention strategies related to learning and behavioral problems of students; provides consultation on an on-going basis to teachers, parents, and other school personnel to resolve students' learning and behavioral problems.
- Develops appropriate interventions and strategies to assist individual students in academic growth and school adjustment.
- Screens individual student cases for proactive academic and behavioral interventions.
- Serves on the Crisis Team at assigned schools; and helps families and schools manage crises such as death, illness, or community trauma.
- Identifies, evaluates, and re-evaluates referred students with special programming needs; individual student evaluation services will require the school psychologist to include the following activities:
 - Gathers background information via record review, staff, and/or parent.
 - Interviews and observes.
 - Selects test instruments valid for student and purpose of evaluation.
 - Administers assessments.
 - Analyzes and integrates evaluation results and provides instructional and programming recommendations.
 - Presents interpretation of evaluation to parent and team.
 - Submits typed reports.
- Completes written psychological reports and parent conferences for each evaluation; and interprets psychological reports with parent/guardian.
- Consults and collaborates with parents, school personnel, and others regarding mental health, behavioral, and educational concerns:
 - Reviews needs.
 - Observes children.
 - Interviews children.
 - Assists with developing interventions.
 - Reviews progress.
 - Provides support system to parent.
 - Helps others understand child development and how it affects learning and behavior.
 - Strengthens working relationships between teachers, parents, and service providers in the community.
- Designs and develops student and classroom interventions for preventing disorders, promoting mental health and learning, and improving education programs:
 - Consults with teachers, parents, students, and/or family, depending upon problem.
 - Identifies problems.
 - Develops strategies that involve all parties.
 - Provides pre-referral interventions and strategies to SST.
 - Monitors progress, adjusting interventions as needed.
- Maintains flexibility to respond to emergency referrals.
- Provides meaningful, helpful suggestions to school personnel regarding behavior management, social skill development, conflict resolution, functional behavioral assessments/behavioral intervention planning, and instructional strategies.
- Consults with parents regarding their individual student(s).

Q16 Attachment_FY19 School Psychologist Position Description

- Assists school staff in the development of appropriate academic and vocational education plans for the student.
- Acts as a psychological consultant for other staff members and community agencies.
- Attends due process hearings as requested.
- Submits required documentation in a timely fashion, including EasyIEP reported.

Certified 04-01-2018

Qualifications

- Master's Degree in School, Educational or Clinical psychology from an accredited institution, to include forty-two (42) semester hours of graduate level coursework and five hundred (500) clock hours of satisfactory field experience in a Pre-K through 12 school setting under the supervision of a certified school psychologist. See DCMR 1659.1 for additional details regarding required graduate level coursework.
- Certification as a School Psychologist by the District of Columbia Office of the State Superintendent of Education (OSSE).

Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
- **Dependability:** Does whatever it takes to consistently deliver with high quality under tight deadlines; successfully manages own projects through strong organization, detailed workplans, and balancing of multiple priorities.
- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner.

DCPS Notice of Nondiscrimination:

The District of Columbia Public Schools (DCPS) is committed to ensuring that all of its employees act in conformity with federal and District of Columbia nondiscrimination laws, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, the District of Columbia Human Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008.

Q16 Attachment_FY19 School Psychologist Position Description

Accordingly, DCPS does not discriminate or tolerate discrimination against employees, applicants for employment, or students on the basis of actual or perceived race, color, religion, national origin, sex (including pregnancy), age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business.

DCPS also prohibits harassment based on any of the aforementioned protected traits and retaliation against a person because he or she has complained about discrimination, filed a charge of discrimination, or participated in a discrimination investigation or lawsuit. Employees found to have engaged in prohibited discrimination, harassment, or retaliation will be subject to disciplinary action.

Notice of Non-Retaliation

District of Columbia Public Schools will not intimidate, threaten, coerce, discriminate against, retaliate or take adverse employment action against any employee, student, or volunteer that in good faith and with honest and non-malicious intent makes a report regarding potential violations of laws, regulations or policies.

Retaliation includes, but is not limited to, adverse job actions such as termination; denial of any bonus, benefit or training; reduction of salary or decrease in hours; or change in or transfer to a lesser position.

Individuals who violate this policy will be subject to the appropriate and applicable disciplinary process, up to and including termination.

The following Federal and District law concerning non-retaliation supports our Non-Retaliation Policy.

Title VII, Section 704(a), of the Civil Rights Act of 1964, as amended, states the following:

(a) Discrimination for making charges, testifying, assisting, or participating in enforcement proceedings

It shall be an unlawful employment practice for an employer to discriminate against any of his employees or applicants for employment, for an employment agency, or join labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual, or for a labor organization to discriminate against any member thereof or applicant for membership, because he has opposed any practice made an unlawful employment practice by this subchapter, or because he has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this subchapter.

DC Law 2-38 (Human Rights Act of 1977), Part G, Sec. 1-2525, states the following:

1-2525. Coercion or retaliation

- a. It shall be an unlawful discriminatory practice to coerce, threaten, retaliate against, or interfere with any person in the exercise or enjoyment of, or on account of having exercised or enjoyed, or on account of having aided or encouraged any other person in the exercise or enjoyment of any right granted or protected under this chapter.
- b. It shall be an unlawful discriminatory practice for any person to require, request, or suggest that a person retaliate against, interfere with, intimidate or discriminate against a person, because that person has opposed any practice made unlawful by this chapter, or because that person has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding or hearing authorized under this chapter.
- c. It shall be an unlawful discriminatory practice for any person to cause or coerce, or attempt to cause or coerce, directly or indirectly, any person to prevent any person from complying with the provisions of this chapter.

DC Municipal Regulations, Title 5, (Board of Education) Subsection 1401.2(z) states the following:

(z) Retaliation for reporting harassment and sexual harassment. An employee commits an offense under this provision when he/she retaliates against any person who reports alleged harassment or sexual harassment, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or sexual harassment. An employee retaliates against a person if, as a result of action taken by the employee described in the previous sentence, 1) such person is reasonably intimidated by verbal threats or physical conduct of the employee, or 2) such person is denied an opportunity, right or privilege to which he/she would otherwise be entitled, or 3) such person is subjected to detrimental treatment to which he/she would not otherwise be subjected.

Q16 Attachment_FY19 School Psychologist Position Description

Persons filing charges of discrimination are advised of these Non-Retaliation Policy and are instructed to notify the DCPS Equal Employment Opportunity Office, 1200 First Street, NE, 10th Floor, Washington, DC 20002, 202-442-5424, if any attempt at retaliation is made.

Americans with Disabilities Act (ADA)

The Office of Labor Management & Employee Relations (LMER) ensures that eligible employees receive benefits and opportunities equal to those provided to non-disabled employees. LMER also ensures that eligible disabled employees receive requested reasonable accommodations. Employees with inquiries regarding ADA policies should contact the Equal Employment Opportunity Unit, District of Columbia Public Schools, 1200 First Street, NE, 10th Floor, Washington, DC 20002, (202) 442-5424.

Applicants or employees with concerns about discrimination, harassment, or retaliation should contact:

Labor Management & Employee Relations, District of Columbia Public Schools, 1200 First Street, NE, 10th Floor, Washington, DC 20002, dcps.lmer@dc.gov, 202-442-5424

or

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

or

The U.S. Equal Employment Opportunity Commission, 131 M Street, NE, Fourth Floor, Suite 4NWO2F, Washington, DC 20507, 1-800-669-4000

Students, parents and guardians with concerns regarding disability discrimination should contact:

Heather Holaday, Section 504 Coordinator, Office of Teaching and Learning, District of Columbia Public Schools, 1200 First St, NE, 8th Floor, Washington, DC 20002, 202-645-6073

or

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

Students, parents and guardians with concerns regarding sex discrimination should contact:

Heather Holaday, Section 504 Coordinator, Office of Teaching and Learning, District of Columbia Public Schools, 1200 First St, NE, 8th Floor, Washington, DC 20002, 202-645-6073

or

Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100, Telephone: 1-800-421-3481, TDD: 877-521-2172, FAX: 202-245-6840, Email: OCR@ed.gov

Students, parents and guardians, and others with concerns regarding discrimination may also utilize the DCPS grievance procedure process. Students, parents and guardians and others with discrimination concern should contact:

DCPS Chancellor's Response Team, Office of the Chancellor, 1200 First Street, NE, 9th Floor, Washington, DC 20002, (202) 478-5738

or

Assistant Secretary for Civil Rights, U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100, Telephone: 1-800-421-3481, TDD: 877-521-2172, FAX: 202-245-6840, Email: OCR@ed.gov

or

Q16 Attachment_FY19 School Psychologist Position Description

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

Certified 04-01-2018



School Psychologist

Certified 04-01-2018

Pay Plan: ET - 15 (10 Month)

Grade: ET

Union: WTU

Step/Salary: 1-16 / \$55,209 - \$108,262

Location: Washington, DC

Our public school students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees.

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Position Overview

The Psychologist provides a full range of school psychological services to children in grades Pre-K through 12, including screening and assessment, designing remedial educational programs, individual and group counseling with school staff, parents, and outside agencies as appropriate. The Psychologist functions as a member of the school's multi-disciplinary team to interpret evaluation results and determine the student's eligibility for special services, appropriate programming, and on-going progress. This position is a safety-sensitive position. As a result, throughout employment this position will be subject to the Employee Mandatory Drug and Alcohol Testing Policy.

The Psychologist will report to the Principal.

Essential Duties and Responsibilities

The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Selects, administers, scores, and interprets approved individual psychological, intelligence, and behavioral measures, using instruments and procedures approved by DCPS to referred students.

Q16 Attachment_FY19 School Psychologist Position

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- Participates in MDT/IEP committee meetings to interpret evaluation results to parents and school personnel.
- Serves in a consultative role with designated personnel to offer prevention and intervention strategies related to learning and behavioral problems of students; provides consultation on an on-going basis to teachers, parents, and other school personnel to resolve students' learning and behavioral problems.
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- Serves on the Crisis Team at assigned schools; and helps families and schools manage crises such as death, illness, or community trauma.
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 - Strengthens working relationships between teachers, parents, and service providers in the community.
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Q16 Attachment_FY19 School Psychologist Position

- Assists school staff in the development of appropriate academic and vocational education plans for the student.
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- Attends due process hearings as requested.
- Submits required documentation in a timely fashion, including EasyIEP reported.

Certified 04-01-2018

Qualifications

- Master's Degree in School, Educational or Clinical psychology from an accredited institution, to include forty-two (42) semester hours of graduate level coursework and five hundred (500) clock hours of satisfactory field experience in a Pre-K through 12 school setting under the supervision of a certified school psychologist. See DCMR 1659.1 for additional details regarding required graduate level coursework.
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- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
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- **Communication and Customer Service Skills:** Communicates clearly and compellingly with diverse stakeholders in both oral and written forms; anticipates and responds to customer needs in a high-quality and courteous manner.

DCPS Notice of Nondiscrimination:

The District of Columbia Public Schools (DCPS) is committed to ensuring that all of its employees act in conformity with federal and District of Columbia nondiscrimination laws, including Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Individuals with Disabilities Education Act, the District of Columbia Human Rights Act of 1977, and the Genetic Information Nondiscrimination Act of 2008.

Q16 Attachment_FY19 School Psychologist Position

Accordingly, DCPS does not discriminate or tolerate discrimination against employees, applicants for employment, or students on the basis of actual or perceived race, color, religion, national origin, sex (including pregnancy), age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business.

DCPS also prohibits harassment based on any of the aforementioned protected traits and retaliation against a person because he or she has complained about discrimination, filed a charge of discrimination, or participated in a discrimination investigation or lawsuit. Employees found to have engaged in prohibited discrimination, harassment, or retaliation will be subject to disciplinary action.

Notice of Non-Retaliation

District of Columbia Public Schools will not intimidate, threaten, coerce, discriminate against, retaliate or take adverse employment action against any employee, student, or volunteer that in good faith and with honest and non-malicious intent makes a report regarding potential violations of laws, regulations or policies.

Retaliation includes, but is not limited to, adverse job actions such as termination; denial of any bonus, benefit or training; reduction of salary or decrease in hours; or change in or transfer to a lesser position.

Individuals who violate this policy will be subject to the appropriate and applicable disciplinary process, up to and including termination.

The following Federal and District law concerning non-retaliation supports our Non-Retaliation Policy.

Title VII, Section 704(a), of the Civil Rights Act of 1964, as amended, states the following:

(a) Discrimination for making charges, testifying, assisting, or participating in enforcement proceedings

It shall be an unlawful employment practice for an employer to discriminate against any of his employees or applicants for employment, for an employment agency, or join labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual, or for a labor organization to discriminate against any member thereof or applicant for membership, because he has opposed any practice made an unlawful employment practice by this subchapter, or because he has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this subchapter.

DC Law 2-38 (Human Rights Act of 1977), Part G, Sec. 1-2525, states the following:

1-2525. Coercion or retaliation

- a. It shall be an unlawful discriminatory practice to coerce, threaten, retaliate against, or interfere with any person in the exercise or enjoyment of, or on account of having exercised or enjoyed, or on account of having aided or encouraged any other person in the exercise or enjoyment of any right granted or protected under this chapter.
- b. It shall be an unlawful discriminatory practice for any person to require, request, or suggest that a person retaliate against, interfere with, intimidate or discriminate against a person, because that person has opposed any practice made unlawful by this chapter, or because that person has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding or hearing authorized under this chapter.
- c. It shall be an unlawful discriminatory practice for any person to cause or coerce, or attempt to cause or coerce, directly or indirectly, any person to prevent any person from complying with the provisions of this chapter.

DC Municipal Regulations, Title 5, (Board of Education) Subsection 1401.2(z) states the following:

(z) Retaliation for reporting harassment and sexual harassment. An employee commits an offense under this provision when he/she retaliates against any person who reports alleged harassment or sexual harassment, or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or sexual harassment. An employee retaliates against a person if, as a result of action taken by the employee described in the previous sentence, 1) such person is reasonably intimidated by verbal threats or physical conduct of the employee, or 2) such person is denied an opportunity, right or privilege to which he/she would otherwise be entitled, or 3) such person is subjected to detrimental treatment to which he/she would not otherwise be subjected.

Q16 Attachment_FY19 School Psychologist Position

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Americans with Disabilities Act (ADA)

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or

The U.S. Equal Employment Opportunity Commission, 131 M Street, NE, Fourth Floor, Suite 4NWO2F, Washington, DC 20507, 1-800-669-4000

Students, parents and guardians with concerns regarding disability discrimination should contact:

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or

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Students, parents and guardians, and others with concerns regarding discrimination may also utilize the DCPS grievance procedure process. Students, parents and guardians and others with discrimination concern should contact:

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Q16 Attachment_FY19 School Psychologist Position

D.C. Office of Human Rights, 441 4th Street, NW, Suite 570N, Washington, D.C. 20001, 202-727-4559

Certified 04-01-2018



Social Worker

Certified 04-01-2018

Pay Plan: ET - 15 (10 Month)

Grade: ET

Union: WTU

Step/Salary: 1-16 / \$55,209 - \$108,262

Location: Washington, DC

Our public school students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of public school students, parents, principals, teachers, and central office employees.

DCPS serves 48,750 students in the nation's capital through the efforts of approximately 4,000 educators in 115 schools. As part of a comprehensive reform effort to become the preeminent urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation and a distinctive central office staff whose work supports and drives instructional excellence and significant achievement gains for DCPS students.

Position Overview

The School Social Worker is jointly managed by DCPS local school administration and the Office of Teaching and Learning; receiving technical assistance, guidance and instruction while working in coordination with managers from the OTL. The offices are responsible for providing services to students with special needs and the general education student population. As such, the School Social Worker is involved in the following three (3) key areas: (1) preventive and advocacy work with students, staff, and families that promotes positive school climate and social/emotional well-being; (2) program development and planning to meet the unique needs of the school through contributions to school wide policies; and (3) direct services to students and families inclusive of general and special education students. This position is a safety-sensitive position. As a result, throughout employment this position will be subject to the Employee Mandatory Drug and Alcohol Testing Policy.

The Social Worker will report to the Principal.

Essential Duties and Responsibilities

The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities, duties, and/or skills required. Other duties may be assigned.

Preventive work with students, staff, and families

- Providing consultation to school staff and parents to facilitate student educational, social, and emotional growth.
- Obtaining information concerning the effects of environment, including family, cultural, and economic disadvantages that may be adversely affecting student progress.
- Conducting home visits that encourage home/school communication.
- Working collaboratively with the Student Support Team (SST) to develop plans of assistance for students at risk of academic and/or behavioral difficulty.
- Coordinating school and community services.
- Serving as the home-school-community liaison responsible for effective resource utilization and positive relations with stakeholders.

Program Development

- Conducting needs assessments.
- Planning for support services both within and outside the school.
- Facilitating special support groups, i.e. students with incarcerated parents, grief and loss, divorce, teen parents, conflict resolution, etc. as needed.
- Managing family resource centers, where parents/guardians can access needed information and participate in opportunities to learn how to support their student(s).

Program Planning

- Working with administrators to implement effective policies that address school safety, school attendance, substance abuse, teen pregnancy, child abuse, and neglect.

Advocacy

- Serving as a mediator within the school.
- Communicating with other agencies involved with students.
- Attending court hearings as a DC Public Schools representative.
- Making appropriate referrals for community resources.

Direct Services

- Providing individual counseling.
- Providing group counseling.
- Providing psycho-education.
- Providing crisis intervention.
- Providing parent training.

Special Education

- Serving as a member of the multi-disciplinary team (MDT).
- Conducting social work evaluations and other related assessments for initial evaluations and re-evaluations.

Q16 Attachment_FY19 Social Worker Position Description

- Providing related services as prescribed by Individualized Education Plans (IEPs), including social skills, life skills, and transitional skills that can be transferred from school to community.
- Participating in MDT, IEP, manifestation determination, and other related meetings.
- Working collaboratively within the classroom setting to implement student IEPs.
- Collecting data for the purpose of monitoring social/emotional progress and evaluating effectiveness of services.
- Providing technical assistance on strategies that improve outcomes for special education students.
- Coordinating the design and implementation of behavior intervention plans and functional behavior assessments.
- Keeping thorough records of each student receiving services.
- Completing student progress reports.

Certified 04-01-2018

Qualifications

- Master's degree in Social Work (MSW).
- District of Columbia Government, Department of Health Professional License, which must be renewed every two years by obtaining the required continuing education units: Licensed Independent Clinical Social Worker (LICSW).
- District of Columbia Certification as a School Social Worker, which must be maintained throughout employment with DC Public Schools.
- At least three years of work experience as a Social Worker in an urban school/setting with a track record of high student achievement.
- Ability to conduct clinical interviews and write comprehensive social history evaluations.
- Ability to administer, interpret, and analyze related assessment instruments.

Personal Qualities of Top Candidates

- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the improvement of central office performance and school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others.
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Q16 Attachment_FY19 Social Worker Position Description

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Q16 Attachment_FY19 Social Worker Position Description

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Q16 Attachment_FY19 Social Worker Position Description

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Certified 04-01-2018

Community Based Organizations – Providing Behavioral Health Services

DCPS currently partners with April May, Catholic Charities, Community of Hope, Hillcrest, Howard University Behavioral Health, Latin American Youth Center, Mary's Center, MBI, One Common Unity and Smile to provide mental health and other supplemental services to students in schools. Our partnership with these ten Community Based Organizations allows DCPS to extend its offering of school based mental health services to students of all level of needs. CBOs provide preventative, early intervention, and clinical services consistent with the South Capitol Street Memorial Amendment Act of 2012. Below is a list of the schools that are currently supported by a CBO. All CBO staff are subject to background checks and license verification.

Community Based Organization	School matching
April May	Burrville ES
Catholic Charities	Garfield ES, Hendley ES, Jefferson Middle School Academy, Noyes ES, Patterson ES, Simon ES, Thomas ES, Walker-Jones EC
Community of Hope	Ketcham ES, Marie Reed ES, Moten ES
Hillcrest	Amidon-Bowen ES, Ballou HS, Dunbar HS, Hart HS, J.O. Wilson ES, Johnson John Hayden MS (EYS), Langdon ES, Plummer ES, Raymond EC, Smothers ES, Turner ES, Woodson H.D. HS
Howard Behavioral Health	Aiton ES, Brookland MS, Luke Moore Alternative HS, McKinley Technology MS, McKinley Technology HS, Washington Metropolitan HS
Latin American Youth Center	Anacostia HS, Brightwood EC, Cardozo EC, Kramer MS, Woodrow Wilson HS
Mary's Center	Bancroft ES, Barnard ES, Bruce-Monroe ES @ Park View, Columbia Heights EC (CHEC), Coolidge HS, Dorothy Height ES, H.D. Cooke ES, LaSalle-Backus EC, Powell ES, Truesdell EC, Tubman ES, Tyler ES
MBI	Beers ES, C.W. Harris ES, Drew ES, Eliot-Hine MS, Houston ES, Kelly Miller MS (EYS), Langley ES, Leckie ES, Malcolm X ES @ Green, Miner ES, Savoy ES, Stanton ES
One Common Unity	Browne EC, Deal MS, Eastern HS, Roosevelt HS, Stuart-Hobson MS (Capitol Hill Cluster), Takoma EC, Wheatley EC, Whittier EC
Smile	Boone ES, Kimball ES, Sousa MS



Evidence-Based Intervention	Description	Eligibility Information
AL's Pals	AL's Pals is a comprehensive curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children ages 3-8 years old.	This program was designed for Tier 1 intervention to be delivered with the whole class or small group in Grades Pre K-2.
Child-Centered Play Therapy (CCPT)	CCPT is an evidence-informed, early intervention approach to help young children self-regulate emotions, develop improved executive functioning skills and increase emotional literacy using play. This school-based intervention includes a parent interview, 4 assessment sessions and 10 individual child-centered play sessions.	This program targets elementary-aged students in need of Tier II or Tier III social-emotional and/or behavioral support. Students can be referred by parents/guardians, teachers or other school staff. Students are screened using a standardized developmental assessment tool.
Grief and Trauma Intervention (GTI)	GTI for Children will be piloted in all elementary schools in SY 16-17. GTI is designed for children ages 7 to 12 with posttraumatic stress due to witnessing or experiencing one or more types of violence or disasters or due to experiencing or witnessing the death of a loved one, including death by homicide. GTI aims to improve symptoms of posttraumatic stress, depression and traumatic grief. The intervention is conducted with children in a group or individual format in 10 sessions of approximately 1 hour. The program also includes a parent/guardian education session.	Students are referred based on known or disclosed trauma exposure, and they must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for participation.

Q16 Attachment_FY19 EBT Descriptions

Evidence-Based Intervention	Description	Eligibility Information
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	CBITS is a school-based intervention for addressing specific incidents of trauma exposure. Designed for students between 5 th and 9 th grades. Students participate in 1 hour weekly group sessions for 10 weeks. Program also includes three individual sessions, two parent/guardian education sessions and one teacher education session. Services are delivered by a CBITS-trained social worker.	Students are referred based on known or disclosed trauma exposure and must be screened for eligibility. Evidence of trauma symptomology must be determined by the clinician for CBITS participation.
Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)	SPARCS is a school-based intervention targeting chronically traumatized adolescents experiencing chronic stress and problems in functioning (i.e., school adjustment, PTSD symptoms, etc.). This 16-week program includes weekly group sessions with a SPARCS-trained social worker.	Students with behavioral concerns have an increased likelihood of a trauma history. Identified students will be screened for eligibility via a trauma symptom scale and clinical interview. This is a voluntary program for middle and high school students.
Motivational Enhancement Therapy/Cognitive Behavioral Therapy (MET/CBT5) Cannabis Youth Treatment (CYT)	MET/CBT5/CYT is a school-based intervention to address cannabis use disorders. Treatment utilizes motivational enhancement therapy and cognitive behavioral therapy principles in this 5 session program for adolescents between the ages of 12 and 18. Must be delivered by trained social workers. Sessions are a combination of individual and group modalities.	Eligible students must meet criteria for cannabis use disorders, experience problems (including emotional, physical, legal, social or academic problems) associated with marijuana use and report marijuana use at least weekly for 3 months.
Theater Troupe/Peer Education Project (TTPEP)	TTPEP is an evidence-based prevention and peer education intervention that increases knowledge of social norms; modifies attitudes, beliefs and intentions through the examination of consequences; and promotes the development of communication and peer refusal skills related to alcohol and marijuana use.	Eligible students are those who are active in recovery, screened and appropriate for intervention, motivated for peer to peer experience and/or subject to exposure.

Q16 Attachment_FY19 EBT Descriptions

Evidence-Based Intervention	Description	Eligibility Information
Cognitive Behavioral Therapy (CBT)	CBT is a problem-focused intervention rather than an in-depth focus on past experience. It seeks to teach children to become their own therapist. It is a type of psychotherapy in which negative patterns of thought about the self and the world are challenged in order to alter unwanted behavior patterns or treat mood disorders such as depression.	The facility and universality of CBT renders it appropriate for intervention with many students. Students who manifest social-emotional challenges and maladaptive behaviors may benefit from CBT intervention.
Love Is Not Abuse	Love is not abuse is a teen dating violence and abuse prevention curriculum. This curriculum focuses on increasing students' understanding of teen dating abuse, enabling students to reach out to provide support and help others who may be involved in an abusive relationship, increasing help-seeking behavior among students and promoting healthier	This curriculum is targeting 13 and older students. Students may self-identify or be screened for high risk or prevention.
Seven Challenges	The Seven Challenges is a comprehensive counseling program for young people that incorporates work on alcohol and other drug problems. It is designed to motivate youth to evaluate their lives, consider changes they may wish to make, and then succeed in implementing the desired changes.	This intervention targets middle and high school students. Eligible students are screened for alcohol and/or drug usage. Other students that may include students that are at high risk but not recommended in the same group as active users.
Art Therapy	Art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills,	This therapy is utilized with diverse client populations in individual, family, and group therapy formats. Art therapy is an effective treatment for students experiencing developmental, medical, educational, and social or psychological impairment.
Bounce Back	Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. This program teaches students ways to cope and recover from traumatic experiences	This program meets with elementary students individually and/or a group. The group is no more than 4-7 individuals.

Q16 Attachment_FY19 EBT Descriptions

Evidence-Based Intervention	Description	Eligibility Information
<p>Stewards of Children</p>	<p>This program is a sexual abuse curriculum that educates child care professionals on the recognition, reaction, and response to child sexual abuse. The curriculum is in English and Spanish. This program utilizes testimony from survivors that scientifically researched. This program is designed to increase knowledge, improve attitudes, and change child-protective</p>	<p>This curriculum is designed for any adult that works with children.</p>
<p>Rights, Respect and Responsibility</p>	<p>Rights, Respect, Responsibility is a curriculum that is fully meets the National Sexuality Education Standards. The curriculum seeks to address both the functional knowledge related to sexuality and the specific skills necessary to adopt healthy behaviors. Rights, Respect, Responsibility reflects the tenets of social learning theory, social cognitive theory and the social ecological model of prevention.</p>	<p>This program was designed for Tier 1 or Tier II intervention to be delivered with the whole class or small group in Grades Pre-K-12. Social workers in partnership with health educators deliver specific topics from the curriculum relevant to needs of the student population.</p>

School	Provider Last Name	Name	Discipline
Aiton	Barton	Toshiko	Social Work
Amidon-Bowen ES	Mays	Robert	Social Work
Amidon-Bowen ES	Molieri	Caroline	Social Work
Anacostia HS	Harrod	Nikia	Social Work
Anacostia HS	Potts	Waynonia	Social Work
Anacostia HS	Sweeney	Melissa	Social Work
Anacostia HS	Lott	Valerie	Social Work
Art Therapist	Johnson	Adrienne	Social Work
Art Therapist	McNulty	Jennifer	Social Work
Art Therapist	Vacant		Social Work
Ballou HS	Coleman	Jessica	Social Work
Ballou HS	Gordon	Nicole	Social Work
Ballou HS	Hardy	Tracy	Social Work
Ballou HS	Campbell	Lisa	Social Work
Ballou HS	Parrish	Llesenia	Social Work
Ballou STAY	Lancaster	Kate	Social Work
Ballou STAY	Johnson	William	Social Work
Bancroft ES	Maier	Kristine	Social Work
Bancroft ES	Cintron	Guillermo	Social Work
Bard High School Early College DC	Dyson	Chenine	Social Work
Barnard ES	Claude	Jensy	Social Work
Barnard ES	Derenoncourt	Alicia	Social Work
Beers ES	Matthews	Rhoda	Social Work
Beers ES	Watts	Andrea	Social Work
Benjamin Banneker HS	Dessin	Cindy	Social Work
Boone ES	Jenkins	Lamar	Social Work
Brent ES	Young	Stephanie	Social Work
Brightwood EC	Spellman	Patricia	Social Work
Brightwood EC	Castillo	Elizabeth	Social Work
Brightwood EC	Vivas	Kairo	Social Work
Brookland MS	Sharp	Sharae	Social Work
Brookland MS	Cowan	Shakeia	Social Work
Browne EC	Omeir	George	Social Work
Browne EC	McGiffin	Bridget	Social Work
Bruce-Monroe ES @ Park View	Mata	Diana	Social Work
Bruce-Monroe ES @ Park View	Figueroa-Clark	Mayra	Social Work
Bunker Hill ES	Paige	Nina	Social Work
Burroughs ES	Wade	Damien	Social Work
Burrrville ES	Wilson	Keanya	Social Work
C.W. Harris ES	Dickens	Vernessa	Social Work
C.W. Harris ES	Fraser	Christina	Social Work
Capitol Hill Montessori EC	Lambert	Fatima	Social Work
Cardozo EC	St. Clair	Nekia	Social Work
Cardozo EC	Vargas	Jennifer	Social Work
Cardozo EC	Makonnen	Roman	Social Work
Cardozo EC	Southern	Sia	Social Work
Cardozo EC	Middlebrooks	Valerie	Social Work
Cardozo EC	Banks	James	Social Work
Cardozo EC	Jones	Olufunmilayo	Social Work

School	Provider Last Name	Name	Discipline
Cardozo EC	Trumbore	Maryanne	Social Work
Central Office	Brickhouse	Katrina	Social Work
Central Office	Toossi	Sanam	Social Work
Central Office	Garibay	Maura	Social Work
Central Office	Hughes	Anita	Social Work
Central Office-IEP Team	Keeling	Denise	Social Work
Central Office - ECAT Team	Sherman	Edgina	Social Work
Cleveland ES	Cantave	Nathanaelle	Social Work
Cleveland ES	Alexander	Marvin	Social Work
Columbia Heights EC (CHEC)	Crivelli-Diamond	Paula	Social Work
Columbia Heights EC (CHEC)	Nimer	Kawther	Social Work
Columbia Heights EC (CHEC)	Williams	Yanique	Social Work
Columbia Heights EC (CHEC)	Hanlon	Constance	Social Work
Columbia Heights EC (CHEC)	Eason	Ashley	Social Work
Coolidge HS	Burton	Fatima	Social Work
Coolidge HS	Harris	Ethel	Social Work
Coolidge HS	Razzak	Zakiya	Social Work
Deal MS	Johnson	Christian	Social Work
Deal MS	Katz	Hilary	Social Work
Deal MS	Morin	Danielle	Social Work
Deal MS	Boccardi	Peter	Social Work
Dorothy Height ES	Beauregard	Linda	Social Work
Dorothy Height ES	Suazo	Carmen	Social Work
Drew ES	Davis	Tiffany	Social Work
Dunbar HS	Cox	Tasheka	Social Work
Dunbar HS	Caldwell	Dionne	Social Work
Dunbar HS	McMillan	Ingrid	Social Work
Eastern HS	Hamm	Harvey	Social Work
Eastern HS	Burton	Cedric	Social Work
Eastern HS	McIntosh	Jennifer	Social Work
Eastern HS	Turner	LaVaughn	Social Work
Eastern HS	White	Troy	Social Work
Eaton ES	Mazer	Ellen	Social Work
Eaton ES			Social Work
Eliot-Hine MS	Harris	Tara	Social Work
Eliot-Hine MS	Jackson	Lindsay	Social Work
Ellington School of the Arts	Sylvia	Crystal	Social Work
Ellington School of the Arts	Frazier	Nicole	Social Work
Excel EC	Mason	Chanel	Social Work
Excel EC	Nadir	Regina	Social Work
Excel EC	Wyatt	Jermaine	Social Work
Garfield ES	Williams	Roz	Social Work
Garrison ES	Anthony	Tierra	Social Work
H.D. Cooke ES	Mitchell	Meagan	Social Work
H.D. Cooke ES	De Jong	Ramona	Social Work
Hardy MS	Knight	Rebecca	Social Work
Hardy MS	Mahaney	Kylen	Social Work
Hart MS	Wright	Nairobi	Social Work

School	Provider Last Name	Name	Discipline
Hart MS	Harvey	Kim	Social Work
Hart MS	Proctor	Jina	Social Work
Hearst ES	Brown	Tandra	Social Work
Hendley ES	Craig	Lori	Social Work
Hendley ES	Ansani	Patty	Social Work
Houston ES	Webster	Darryl	Social Work
Hyde-Addison ES	McLaurin	Jennifer	Social Work
Ida B Wells Middle School	Raifsnider	Jennifer	Social Work
Incarcerated Youth Program	Allen	Tina	Social Work
Incarcerated Youth Program	Bryant	Angie	Social Work
J.O. Wilson ES	Anderson	Sandra	Social Work
J.O. Wilson ES	Johnson	Kristina	Social Work
Janney ES	Solomon	Sara	Social Work
Jefferson Middle School Academy	Duckery	Sara	Social Work
Jefferson Middle School Academy	Wittschen	Bernadette	Social Work
Johnson, John Hayden MS	Broglioli	Ann	Social Work
Johnson, John Hayden MS	Phillips	Sherri	Social Work
Johnson, John Hayden MS	Ramsey	Katrina	Social Work
Kelly Miller MS	Denson	Katrea	Social Work
Kelly Miller MS			Social Work
Kelly Miller MS	Hopkins	Asha	Social Work
Ketcham ES	Paulson	Lynn	Social Work
Key ES	Jordan	Beverly	Social Work
Kimball ES	Byrnes	Anne	Social Work
King, M.L. ES	Ingram	Tonia	Social Work
Kramer MS	Smith	Camilla	Social Work
Kramer MS	Bardach	David	Social Work
Kramer MS	Dwellely	Jade	Social Work
Lafayette ES	Ayers	Erin	Social Work
Lafayette ES	Carre	Sophia	Social Work
Langdon ES	Baysah	Mywen	Social Work
Langley ES	Hale	Monee	Social Work
Langley ES	Wortham	Vanessa	Social Work
Langley ES	Ford-Berger	Phyllis	Social Work
LaSalle-Backus EC	Brewer	Laura	Social Work
LaSalle-Backus EC	Vandersluis-Johnston	Bethany	Social Work
LaSalle-Backus EC	Ugorji	Yoland	Social Work
LaSalle-Backus EC	Lintner	Meghan	Social Work
Leckie EC	Lester	Monica	Social Work
Leckie EC	Bazemore	Charelia	Social Work
Ludlow-Taylor ES	Burton	Ebony	Social Work
Ludlow-Taylor ES	Thompkins	Jessica	Social Work
Luke Moore Alternative HS			Social Work
Luke Moore Alternative HS	Smith	Niani	Social Work
MacFarland MS	Friedlander	Rachael	Social Work
MacFarland MS	Nagaraj	Shilpa	Social Work
Malcolm X ES @ Green	Mayo	Joy	Social Work
Mann ES	Henderson	Michaela	Social Work

School	Provider Last Name	Name	Discipline
Marie Reed ES	Manoel	Leticia	Social Work
Marie Reed ES	Taylor	Curtis	Social Work
Marie Reed ES	Guirguis	Deena	Social Work
Maury ES	Delaney	Laura	Social Work
McKinley MS	Bradley	Sherri	Social Work
McKinley MS	Fofana	Trinaty	Social Work
McKinley MS	Powell	Kymberly	Social Work
McKinley Technology HS	Graves	Sheila	Social Work
McKinley Technology HS	Riley	Quiana	Social Work
Miner ES	Woodard	Monica	Social Work
Miner ES	Kraemer	Lauren	Social Work
Moten ES	Jones	Ayisha	Social Work
Moten ES	Jenkins	Yantise	Social Work
Murch ES	Warshof	Allison	Social Work
Murch ES	Meisel	Deborah	Social Work
Nalle ES	Robbins	Emily	Social Work
Noyes ES	Thompson	Francesca	Social Work
Oyster-Adams Bilingual School	Shaw	Melissa	Social Work
Oyster-Adams Bilingual School	Naves	Carmelita	Social Work
Patterson ES	Saint-Cyr	Maureen	Social Work
Payne ES	Gregory	Taiya	Social Work
Payne ES	Workman	LaBone	Social Work
Peabody ES			Social Work
Phelps HS	Jefferson	Nneka	Social Work
Plummer ES	Izlar-Carr	Sherrell	Social Work
Plummer ES	Davis	Tiffany	Social Work
Powell ES	Hayes	Mecca	Social Work
Randle Highlands ES	Garrett	J. Marie	Social Work
Raymond EC	Ruston	Tarianda	Social Work
River Terrace EC	Dessin	Cindy	Social Work
Ron Brown College Prep HS	Cohens	Roosevelt	Social Work
Ron Brown College Prep HS	Waters	Glenda	Social Work
Roosevelt HS	Breece	Lynne	Social Work
Roosevelt HS	Bush-Sawyer	Henrietta	Social Work
Roosevelt HS	Cartledge	Erica	Social Work
Roosevelt HS	Cook	Nailah	Social Work
Roosevelt HS	Flowers	Quinn	Social Work
Roosevelt STAY	Inamura	Carolyn	Social Work
Roosevelt STAY	Mullins	Melva	Social Work
Roosevelt STAY	Witherspoon	Lakisha	Social Work
Ross ES	McCoy	Marketta	Social Work
Savoy ES	Williams	Tamika	Social Work
School Without Walls @ Francis-Stevens	Soloway	Anna	Social Work
School Without Walls @ Francis-Stevens	Gichangah	Ruth	Social Work
School Without Walls HS	Thomas	Sophia	Social Work
School-Within-School @ Goding	James-Toorie	Bonita	Social Work
School-Within-School @ Goding	Whitmore	Rebecca	Social Work
Seaton ES	Braswell	Erika	Social Work

School	Provider Last Name	Name	Discipline
Shepherd ES	Browne	Michelle	Social Work
Simon ES	Kelly - Higgs	Nikia	Social Work
Smothers ES	Vauss	Gwendolyn	Social Work
Sousa MS	Ford-Berger	Phyllis	Social Work
Sousa MS	Smith	Nicole	Social Work
Stanton ES	Gallemore	Chelante	Social Work
Stanton ES	Whitaker	Chanda	Social Work
Stoddert ES	Hoyt	Margaret	Social Work
Stuart-Hobson MS	Smith	Molly	Social Work
Stuart-Hobson MS	Thompkins	Jessica	Social Work
Takoma EC	Warren	Fatimah	Social Work
Thomas ES	Lee	Teresa	Social Work
Thomas ES	Garrett	J. Marie	Social Work
Thomson ES	Bond	Meghan	Social Work
Truesdell EC	Hanson	Gisele	Social Work
Truesdell EC	Willis	Melissa	Social Work
Truesdell EC	Kling	Jason	Social Work
Truesdell EC	Henricks	Rebecca	Social Work
Tubman ES	Buchanan	Elizabeth	Social Work
Tubman ES	Chastain-Blackwood	Lauren	Social Work
Tubman ES	Alongi	Jamie	Social Work
Turner ES	McClure	Desiree	Social Work
Turner ES	Cherry	LaKeiya	Social Work
Tyler ES	Green	Janina	Social Work
Van Ness ES	Chase	Lori	Social Work
Walker-Jones EC	Hayes	Sierra	Social Work
Walker-Jones EC	Thomas	Keyona	Social Work
Washington Metropolitan HS	Peterson	Candi	Social Work
Washington Metropolitan HS	Wesley	Zillah	Social Work
Washington Metropolitan HS			Social Work
Watkins ES	Buchanan-Tyler	Michelle	Social Work
Watkins ES	Thomas	Veturah	Social Work
West EC	Sartin	LaKeri	Social Work
Wheatley EC	DeAngelis	Margaret	Social Work
Wheatley EC	Johnson	Tina	Social Work
Wheatley EC	Roscoe	Nashee	Social Work
Whittier EC	German	Heather	Social Work
Woodrow Wilson HS	Maddrey	Lacey	Social Work
Woodrow Wilson HS	Washington	Tiffany	Social Work
Woodrow Wilson HS	Mathis	Davene	Social Work
Woodrow Wilson HS	Wilson	Kimberly	Social Work
Woodrow Wilson HS	Fagbuyi	Erin	Social Work
Woodson, H.D. HS	Fuller	Wadiah	Social Work
Woodson, H.D. HS	Strong	Vivian	Social Work
Woodson, H.D. HS	Davis	Devon	Social Work
Woodson, H.D. HS	Freeman-Murray	Jenise	Social Work
Youth Services Center	Green	Teresa	Social Work
Youth Services Center	Zephirin-Atkins	Evelyn	Social Work

School Name	Provider Last Name	Provider First Name	Discipline
Ballou HS	Hardeman-Tsadick	Julia	School Psychology
Ballou Stay	Harp	Oscar	School Psychology
Barnard ES	Bush	Andrea	School Psychology
Benjamin Banneker HS	Moment	Monica	School Psychology
Boone ES	Christon	Krystal	School Psychology
Brent ES	Vacant		School Psychology
C.W. Harris ES	Vacant		School Psychology
Cardozo HS	Cephas	Joan	School Psychology
Deal MS	Scott	Latashia	School Psychology
Drew ES	Ashe	Taneka	School Psychology
Dunbar HS	Palmer	Danielle	School Psychology
Eastern HS	Blake	Kai	School Psychology
Eastern HS	Harp	Oscar	School Psychology
Eaton ES	Vacant		School Psychology
Eliot-Hine MS	Vacant		School Psychology
Ellington School of the Arts	Camp	Perry	School Psychology
Hardy MS	Matthew	Arden	School Psychology
Hart MS	Mathews	Kya	School Psychology
Hearst ES	Nishimura	Brenda	School Psychology
Hendley ES	Graham	David	School Psychology
Hyde-Addison ES	Leopold	Monique	School Psychology
IYP, Correctional Detention Fa	Daniels	Denise	School Psychology
J.O. Wilson ES	Vacant		School Psychology
Janney ES	Mallory	Margaret	School Psychology
Jefferson Middle School Acad	Romano	Linda	School Psychology
Kelly Miller MS	Vincent	Mia	School Psychology
Key ES	Vacant		School Psychology
Lafayette ES	Adams	Ashlee	School Psychology
Langley ES	Waters	Shannon	School Psychology
LaSalle-Backus EC	<u>Wheeler</u>	<u>Kimberly</u>	School Psychology
Mann ES	Fleming	Phylicia	School Psychology
McKinley Technology HS	Osborne	Denise	School Psychology
Murch ES	Conlon	Joseph	School Psychology
Noyes ES	Peagler	Peggy	School Psychology
Peabody ES (Capitol Hill Cluste	Hopkins	Allison	School Psychology
River Terrace EC	Watkins	Jocelyn	School Psychology
Ron Brown HS	Curtis	Charles	School Psychology
Roosevelt HS	Roberson	Andrea	School Psychology
Ross ES	Conlon	Joseph	School Psychology
Seaton ES	Dupree	Tonja	School Psychology
Shepherd ES	Osborne	Denise	School Psychology
Smothers ES	Vacant		School Psychology
Sousa MS	Stewart Walker	Nicola	School Psychology

School Name	Provider Last Name	Provider First Name	Discipline
Stanton ES	Dorn	Crystal	School Psychology
Stoddert ES	Short	Danielle	School Psychology
Stuart-Hobson MS (Capitol Hill)	Hancock	Porsche	School Psychology
Turner ES	Norton	Joshua	School Psychology
Walker-Jones EC	Loker	Troy	School Psychology
Washington Metropolitan HS	Moment	Monica	School Psychology
Watkins ES (Capitol Hill Cluster)	Hopkins	Allison	School Psychology
Whittier EC	Vacant		School Psychology
Woodrow Wilson HS	Lane	Dashana	School Psychology
Woodrow Wilson HS	Vavassoeur	Lether	School Psychology
Youth Services Center	Daniels	Denise	School Psychology
Aiton ES	Vacant		School Psychology
Amidon-Bowen ES	Fitchue	Ebony	School Psychology
Ballou HS	Monroe	James	School Psychology
Bard	Jackson-Saunders	Chandrai	School Psychology
Brookland MS	Perry	Jeanette	School Psychology
Browne EC	Vacant		School Psychology
Burroughs ES	Vacant		School Psychology
Burrville ES	Vacant		School Psychology
Central Office Team	Dukes	Latia	School Psychology
Central Office Team	Hodges	Shirley	School Psychology
Central Office Team	Hosten-Carter	Marsha	School Psychology
Central Office Team	Huffman	Shantrell	School Psychology
Central Office Team	Kinnell	Terriekki	School Psychology
Central Office Team	Nguyen	Tina	School Psychology
Central Office Team	Shands	Samantha	School Psychology
Central Office Team	Stuart	Marcia	School Psychology
Central Office Team	Sueing	Sonya	School Psychology
Central Office Team	Wooten	Ronita	School Psychology
Central Office Team			School Psychology
Central Office Team			School Psychology
Dorothy Height ES	Becker	Crystal	School Psychology
Excel Academy			School Psychology
Garfield ES	Davis	Michelle	School Psychology
Houston ES	Makumbi	Zoao	School Psychology
Ida B. Wells	Drummond	Dara	School Psychology
Ketcham ES	Kimbrough	Regina	School Psychology
King, M.L. ES	Wright	Pierre	School Psychology
Kramer MS	Reynolds	Brandi	School Psychology
Langdon ES	Mitchell	Shanita	School Psychology
Ludlow-Taylor ES	Lacy	Monica	School Psychology
Malcolm X ES @ Green	Oneal	Tiffani	School Psychology
McKinley MS	Vacant		School Psychology

School Name	Provider Last Name	Provider First Name	Discipline
Moten ES	King	Krystal	School Psychology
Patterson ES	Roberts	Gregory	School Psychology
Payne ES	Lucas	Kesha	School Psychology
Phelps Architecture, Construc	White	Dimitri	School Psychology
Plummer ES	Leppert	Jared	School Psychology
Raymond EC	Moore	Shanelle	School Psychology
Roosevelt STAY	Williams	Natasha	School Psychology
Savoy ES	Jefferson	Angela	School Psychology
Thomas ES	Gray	Antonaia	School Psychology
Thomson ES	Jackson-Saunders	Chandrai	School Psychology
Tyler ES	Myers	Kirsten	School Psychology
West EC	Jefferson	Angela	School Psychology
Anacostia HS	Ross	Donald	School Psychology
Anacostia HS	Garland	Dotteanna	School Psychology
Bancroft ES	Zamore	Katherine	School Psychology
Beers ES	Rivers-Bethel	Valerie	School Psychology
Brightwood EC	Slaughter	Ina	School Psychology
Bruce-Monroe ES @ Park View	Rivas	Karina	School Psychology
Bunker Hill ES	Brown	Persephone	School Psychology
Capitol Hill Montessori School	Wu	Cathy	School Psychology
Central Office Team	Coleman-King	Maia	School Psychology
Central Office Team	Cruz-Cardona	Isora	School Psychology
Central Office Team	Freeman	Misty	School Psychology
Central Office Team	Leslie	Susanne	School Psychology
Central Office Team	Namo	Sandra	School Psychology
Central Office Team	Pilot	Sonia	School Psychology
Central Office Team	Porro	Patricia	School Psychology
Central Office Team	Randolph	Latanya	School Psychology
Cleveland ES	Smith	Carleen	School Psychology
Columbia Heights EC (CHEC)	Greene	Makeda	School Psychology
Coolidge HS	Edmond	Ashanti	School Psychology
Garrison ES	Parker	Kevin	School Psychology
H.D. Cooke ES	McRae	Jonathan	School Psychology
Johnson, John Hayden MS	Christian	Antoinette	School Psychology
Kimball ES	Vacant		School Psychology
Leckie ES	Vacant		School Psychology
Luke Moore Alternative HS	Naidu	Niyathi	School Psychology
MacFarland MS	Vacant		School Psychology
Marie Reed ES	Soriano	Robert	School Psychology
Maury ES	Parker	Kevin	School Psychology
Miner ES	Ramsey	Eva	School Psychology
Nalle ES	Brown	Chandra	School Psychology
Oyster-Adams Bilingual School	Martinez	Maria	School Psychology

School Name	Provider Last Name	Provider First Name	Discipline
Oyster-Adams Bilingual School	Nunez	Andres	School Psychology
Powell ES	Del Valle	Eduardo	School Psychology
Randle Highlands ES	White-Jennings	Denise	School Psychology
Ron Brown HS	Smith	Carleen	School Psychology
School Without Walls @ Francis	Lesley	Diane	School Psychology
School Without Walls HS	Lesley	Diane	School Psychology
School-Within-School @ Goddard	Polk Coverdale	Celeste	School Psychology
Simon ES	Kelly Holmes	Theresa	School Psychology
Takoma EC	Vacant		School Psychology
Truesdell EC	Williams	Kimberly	School Psychology
Tubman ES	Cardenas	Jennifer	School Psychology
Tubman ES	McRae	Jonathan	School Psychology
Van Ness ES	Lee	Talisha	School Psychology
Wheatley EC	Deely	Michael	School Psychology
Woodson, H.D. HS	Jackson	Theodora	School Psychology

School	Provider Last Name	Provider First Name	User Role
Anacostia Hs	Schimmerling	Jessica	Provider - School Counselor
Anacostia HS	Trotman	Chermine	Provider - School Counselor
Ballou HS	Jordan	Kimbry	
Ballou HS	Perrin	shani	Provider - School Counselor
Ballou HS	Salley-Leroy	Tasha	Provider - School Counselor
Ballou STAY	Litweiler	Linda	Provider - School Counselor
Ballou STAY	Price	Stephanie	Provider - School Counselor
Bancroft ES	Colon	Linda	Provider - School Counselor
Bancroft ES	Rodriguez	Alma	Provider - School Counselor
Bancroft ES	Almanzar	Arielina	Provider - School Counselor
Bard HS Early College	Beaty	Zyer	Provider - School Counselor
Barnard ES	Montgomery	Sandra	Provider - School Counselor
Beers ES	No Counselor		
Benjamin Banneker HS	Boone	Simone	Provider - School Counselor
Benjamin Banneker HS	Kline	Rosa	Provider - School Counselor
Benjamin Banneker HS			Provider - School Counselor
Brent ES	No Counselor		
Brightwood EC	Casanova	Antonio	Provider - School Counselor
Brightwood EC	Gbenro	Olamide	Provider - School Counselor
Brightwood EC	Roland	Ariana	Provider - School Counselor
Brightwood EC	Sacher	Emily	Provider - School Counselor
Brookland MS	Emanuel	Monique	Provider - School Counselor
Browne EC	No Counselor		
View	No Counselor		
Bunker Hill ES	No Counselor		
Burroughs ES	No Counselor		
Burrville ES	No Counselor		
C.W. Harris ES	No Counselor		
School @ Logan	Payton	Tarah	Provider - School Counselor
Cardozo EC	Doppelheuer	Kathleen	Provider - School Counselor
Cardozo EC	Edwards	Donna	
Cardozo EC	Joyner	Krystle	Provider - School Counselor
Cardozo EC	Popol	Leonel	Provider - School Counselor
Cardozo EC	Scheer	Allie	Provider - School Counselor
Cardozo EC	Solomon	Shamika	Provider - School Counselor
CHOICE Academy	No Counselor		
Cleveland ES	No Counselor		
Columbia Heights EC (CHEC)	Diaz	Luis	Provider - School Counselor
Columbia Heights EC (CHEC)	Castro	Marianella	Provider - School Counselor
Columbia Heights EC (CHEC)	Iraheta	Evelyn	Provider - School Counselor
Columbia Heights EC (CHEC)	Lewis	Andrea	Provider - School Counselor
Columbia Heights EC (CHEC)	Troy	Kimberly	Provider - School Counselor
Columbia Heights EC (CHEC)	Yeboah-Kankam	Kwame	Provider - School Counselor
Coolidge HS	James	Linda	Provider - School Counselor
Coolidge HS	Maignan	Genevieve	Provider - School Counselor
Coolidge HS	Rowe	Kira	

School	Provider Last Name	Provider First Name	User Role
Deal MS	Monkou	Joy	Provider - School Counselor
Deal MS	Travers	Johnet	Provider - School Counselor
Deal MS	White	Camille	Provider - School Counselor
Dorothy Height ES	Griffin	Natasha	Provider - School Counselor
Dorothy Height ES	Yirdaw	Mignote	Provider - School Counselor
Drew ES	No Counselor		
Dunbar HS	Copes	Sherema	Provider - School Counselor
Dunbar HS	Levine	Emma	Provider - School Counselor
Dunbar HS	Niles	Lyndel	Provider - School Counselor
Eastern HS	Bright	Pamela	Provider - School Counselor
Eastern HS	Carter	Sandra	Provider - School Counselor
Eastern HS	Hart	Kelly	Provider - School Counselor
Eastern HS	Wilson-Wilkerson	Lori	Provider - School Counselor
Eaton ES	No Counselor		
Eliot-Hine MS	Lucas	Bennisha	Provider - School Counselor
Ellington School of the Arts	Reavis	Suwana	Provider - School Counselor
Ellington School of the Arts	Ricks	LaShawn	Provider - School Counselor
Excel Academy	No Counselor		
Garfield ES	No Counselor		
Garrison ES	No Counselor		
H.D. Cooke ES	Sharifi	Mina	Provider - School Counselor
Hardy MS	Boykin	Joseph	Provider - School Counselor
Hart MS	Hawkins	Craig	Provider - School Counselor
Hearst ES	No Counselor		
Hendley ES	No Counselor		
Houston ES	No Counselor		
Hyde-Addison ES	No Counselor		
Ida B. Wells Middle School	Silva	Jessica	
Incarcerated Youth Program	No Counselor		
J.O. Wilson ES	No Counselor		
Janney ES	Lewis	Cydney	Provider - School Counselor
Academy (EYS)	Garner	Sarah	Provider - School Counselor
(EYS)	Walden	Mische	Provider - School Counselor
Kelly Miller MS (EYS)	Wilson	Alexis	Provider - School Counselor
Ketcham ES	No Counselor		
Key ES	No Counselor		
Kimball ES	No Counselor		
King, M.L. ES (EYS)	No Counselor		
Kramer MS	Duffy	Tysheka	Provider - School Counselor
Lafayette ES	Diesner	Jillian	Provider - School Counselor
Lafayette ES	Mosby	Rashida	Provider - School Counselor
Langdon ES	No Counselor		
Langley ES	No Counselor		
LaSalle-Backus EC	No Counselor		Provider - School Counselor
Leckie ES	No Counselor		
Ludlow-Taylor ES	No Counselor		

School	Provider Last Name	Provider First Name	User Role
Luke Moore Alternative HS	Hawkins	Ebonie	Provider - School Counselor
MacFarland MS	Devora	Andrea	Provider - School Counselor
MacFarland MS	St.Luc	Yvannie	Provider - School Counselor
Malcolm X ES @ Green	No Counselor		
Mann ES	No Counselor		
Marie Reed ES	Marquez	Juana	Provider - School Counselor
Maury ES	No Counselor		
McKinley MS	Clark	Niki	Provider - School Counselor
McKinley Technology HS	Mason	Tanisha	Provider - School Counselor
McKinley Technology HS	Welsh	Fayola	Provider - School Counselor
McKinley Technology HS	Wilson	Valerie	Provider - School Counselor
Miner ES	No Counselor		
Moten ES	No Counselor		
Murch ES	Miller	lauren	Provider - School Counselor
Nalle ES	No Counselor		
Noyes ES	No Counselor		
Orr ES	No Counselor		
School	Druelinger	Erin	Provider - School Counselor
School	Gonzalez	Susan	Provider - School Counselor
Patterson ES	No Counselor		
Patterson ES	No Counselor		
Payne ES	No Counselor		
Peabody ES	No Counselor		
Phelps HS	Dozier	Shirley	Provider - School Counselor
Phelps HS	Williams	Tedra	Provider - School Counselor
Plummer ES	No Counselor		
Powell ES	Ladson	Rosette	Provider - School Counselor
Powell ES	Ictemel	Selin	Provider - School Counselor
Powell ES	Rosenberg	Dana	Provider - School Counselor
Randle Highlands ES(EYS)	Clark	Brenda	Provider - School Counselor
Raymond EC (EYS)	Machi	Maurizio	Provider - School Counselor
Raymond EC (EYS)	Noble	John	Provider - School Counselor
Raymond EC (EYS)	Reid	Laverne	Provider - School Counselor
River Terrace EC	No Counselor		
Ron Brown College Prep HS	Lakes	Arman	Provider - School Counselor
Ron Brown College Prep HS	Porter	Shatane	Provider - School Counselor
Roosevelt HS	Decena	Wankairys	
Roosevelt HS	Fulghum	Allison	
Roosevelt HS	Moore-Parker	Vealatta	Provider - School Counselor
Roosevelt HS	Jackson	Shantius	Provider - School Counselor
Roosevelt HS	Jackson	Tomesha	Provider - School Counselor
Roosevelt STAY	Hurt	Carletta	Provider - School Counselor
Roosevelt STAY	Hurtado	Senovia	Provider - School Counselor
Roosevelt STAY	Reddick	Nia	Provider - School Counselor
Ross ES	No Counselor		
Savoy ES	No Counselor		

School	Provider Last Name	Provider First Name	User Role
Francis-Stevens	Dawkins	Caryl	Provider - School Counselor
School Without Walls HS	Iro	Hafsatu	Provider - School Counselor
School Without Walls HS	Moore	kathryn	Provider - School Counselor
School Without Walls HS	Pace	Crystal	Provider - School Counselor
School Without Walls HS	Sinprasith	justine	Provider - School Counselor
Goding	No Counselor		
Seaton ES	Maldonado	Liz	Provider - School Counselor
Shepherd ES	No Counselor		
Simon ES	No Counselor		
Smothers ES	No Counselor		
Sousa MS	Batie	Melanie	Provider - School Counselor
Stanton ES	No Counselor		
Stoddert ES	Zachary	Wanda	Provider - School Counselor
Hill Cluster)	Williams	Tomicula	Provider - School Counselor
Takoma EC	Young	Caroline	Provider - School Counselor
Thomas ES (EYS)	No Counselor		
Thomson ES	Sitchenko	Marie	Provider - School Counselor
Truesdell EC	Castro	Liana	Provider - School Counselor
Truesdell EC	Echevarria	Jose	Provider - School Counselor
Truesdell EC	Mulaye	Besa	Provider - School Counselor
Tubman ES	Dickens	JerNae	Provider - School Counselor
Tubman ES	Holloway	Jeseka	Provider - School Counselor
Tubman ES	Prato	Carolyn	Provider - School Counselor
Turner ES (EYS)	No Counselor		
Tyler ES	No Counselor		
Van Ness ES	No Counselor		
Walker-Jones EC	Wallace	Tangela	Provider - School Counselor
Washington Metropolitan HS Cluster)	Oliver	Yolanda	Provider - School Counselor
	No Counselor		
West EC	Paige	Carol	Provider - School Counselor
Wheatley EC	Williams-Thomas	Lynette	Provider - School Counselor
Whittier EC	O'Connell	Jessica	Provider - School Counselor
Woodrow Wilson HS	Camara	Evan	Provider - School Counselor
Woodrow Wilson HS	Collins	Bobby	Provider - School Counselor
Woodrow Wilson HS	Flowers	Wanda	Provider - School Counselor
Woodrow Wilson HS	Fortson	Deshundria	Provider - School Counselor
Woodrow Wilson HS	Lane	Aleta	Provider - School Counselor
Woodrow Wilson HS	Maites	Patrice	Provider - School Counselor
Woodrow Wilson HS	Sargent	Leslie	Provider - School Counselor
Woodrow Wilson HS	Singletary-Robertson	Ramona	Provider - School Counselor
Woodrow Wilson HS	Walker-Magwood	Carol	Provider - School Counselor
Woodson, H.D. HS	Stewart	Ernesha	Provider - School Counselor
Woodson, H.D. HS	Williams	Latasha	Provider - School Counselor
Woodson, H.D. HS	Williams	Jasmine	Provider - School Counselor
Youth Services Center	No Counselor		
Total FTE			

A49 Attachment_FY19 Staff Roster

Name	# of schools
April May	1
Catholic Charities	9
Community of Hope	3
Connected Psychology	6
Department of Behavioral Health	1
Hillcrest	12
Howard Behavioral health	6
Latin American Youth Center	5
Mary's Center	12
MBI	12
Once Common Unity	8
Smile	1



dchr

DISTRICT OF COLUMBIA DEPARTMENT OF HUMAN RESOURCES

MEMORANDUM OF UNDERSTANDING

Between The District of Columbia Public Schools and
The Department of Human Resources

Fiscal Year 2020

I. INTRODUCTION

This Memorandum of Understanding (MOU) is entered into between the District of Columbia Public Schools (Buyer) and the District of Columbia Department of Human Resources (Seller), collectively known as the Parties.

II. PROGRAM GOALS AND OBJECTIVES

The Seller will provide the Buyer with suitability related services for its candidates, employees, and volunteers who are subject to enhanced suitability screenings. The objective of the services is to determine whether each specific candidate, employee, or volunteer is suitable for District employment consistent with Title 6-B, Chapter 4, of the District of Columbia Municipal Regulations (DCMR).

III. SCOPE OF SERVICES

In pursuit of the shared goals of the Parties to carry out the program goals and objectives expeditiously and economically, the Parties agree as follows:

A. Responsibilities of the Seller

1. The Seller shall ensure that suitability related services are conducted in a manner consistent with prevailing District and federal law for each of the Buyer's candidates, employees, and volunteers who are subject to suitability screenings. The Seller shall, at a minimum, provide for the services indicated on page 4.
2. For each candidate, employee, and volunteer who undergoes enhanced suitability screenings, the Seller shall make a suitability determination in accordance with 6-B DCMR § 400 *et seq.* Each suitability determination shall be provided to the Buyer through an electronic means established by the Seller.

B. Responsibilities of the Buyer

1. The Buyer shall advance to the Seller \$215,790.00 for the suitability related services indicated on page 4.
2. The Buyer shall ensure the Seller receives all documentation reasonably necessary to carry out the Seller's responsibilities under this MOU.
3. The Buyer agrees to be bound by the provisions contained in Title 6-B, Chapters 4 and 16 of the DCMR. Moreover, the Buyer agrees that for purposes of Chapter 4, the Seller serves as the Program Administrator.

IV. DURATION OF MOU

- A. The period of this MOU shall be from October 1, 2019 through September 30, 2020 (Fiscal Year 2020), unless terminated in accordance with Section XII prior to the expiration.
- B. The Parties may extend the term of this MOU by exercising a maximum of one (1) one-year option period. The option period may consist of a year, a fraction thereof, or multiple successive fractions of a year. The Buyer shall provide notice to the Seller of its intent to renew an option period prior to the expiration of the MOU.
- C. The exercise of an option period is subject to the availability of funds at the time of the exercise of the option.