Special Education Coordinators

GROUP 13

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

2015 2016

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TABLE OF CONTENTS

2 Letter from the Chancellor

4 Putting Growth First

6 Overview

7 IMPACT Components

32 Supporting Your Success

34 Putting It All Together

38 IMPACT*plus*

42 Concluding Message

LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the 2015–2016 school year, I am proud to celebrate how much progress we have made toward our ambitious goals: our graduation rate is rising, student satisfaction is higher than ever before, our enrollment continues to increase, and this year we opened four new schools across the city! At the same time, there is still much work to be done to ensure a world-class education for *all* our students, which is why we are investing in three strategic priorities this year.

Equity across the curriculum

We are investing in academic rigor across DCPS in a brand new way. Our Cornerstone learning experiences will help our teachers deliver instruction that is rich, challenging, and deeply engaging for students. Developed by our very best teachers and supported by new resources and professional development, these Cornerstones range from one-day lessons to longer projects and teach skills that are critical to student success.

We are also pleased to announce the launch of the Teaching and Learning Framework (TLF) e-Clips: interactive, online learning modules that feature DCPS teachers and students engaged in highly effective practice. The e-Clips are aligned with the TLF, highlight specific instructional strategies, and include tips and resources from master educators. We know that great teaching leads to great student outcomes, and we are excited to support our teachers with this resource.

Equity in our high schools

We are building upon previous years' support of our elementary and middle schools by now focusing on our high schools. We want to offer our students courses that prepare them for college and allow them the opportunity to explore their career interests. We also want to give students unique, formative experiences like debate team, athletics, yearbook club, and band that make the high school experience so rich. We will provide these opportunities in every DCPS high school by offering at least 20 elective courses, at least six Advanced Placement (AP) courses, Career and Technical Education (CTE) courses that lead to high-wage and high-demand jobs, and robust counseling services to guide students through high school and beyond.

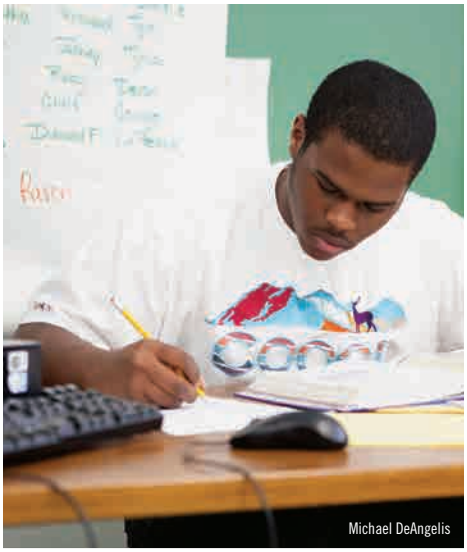
Equity for our young men of color

We have also launched a long-term initiative designed to support our young men of color. This year, we will have 500 mentors working with our young men to build positive relationships and increase literacy skills. In addition, we are funding school-based grants to help put into action our teachers' best ideas about how to support our young men of color. Finally, we are launching an all-male college preparatory high school dedicated to ensuring that our young men succeed in college and beyond.

The success of our students hinges on the work **you** do every day in your classroom. I am honored to work alongside you as we move forward with urgency and optimism. We are DCPS, and we **are** doing this!

Sincerely,
Kaya Henderson

Chancellor, District of Columbia Public Schools



Michael DeAngelis

Simona Monnatti

Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at http://impactdcps.dc.gov.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.

Michael DeAngelis

Bel Perez Gabilondo

Michael DeAngelis

GROUP 13: OVERVIEW

Who is in Group 13?

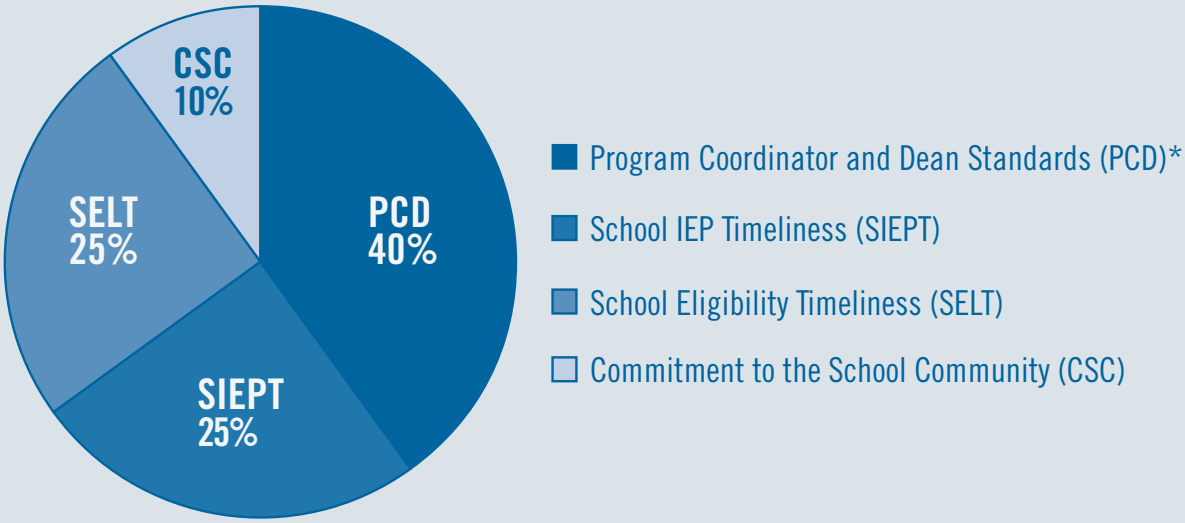
Group 13 consists of all special education coordinators.

What are the IMPACT components for members of Group 13?

There are five IMPACT components for members of Group 13. Each is explained in greater detail in the following sections of this guidebook.

- **Program Coordinator and Dean Standards (PCD)** — These standards define excellence for program coordinators and deans in DCPS. They make up 40% of your IMPACT score.
- **School Individualized Education Plan Timeliness (SIEPT)** — This is a measure of the extent to which individuals at your school complete their assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. This component makes up 25% of your IMPACT score.
- **School Eligibility Timeliness (SELT)** — This is a measure of the extent to which individuals at your school complete the special education eligibility process for their assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction. This component makes up 25% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 13



** The Program Coordinator and Dean Standards (PCD) component will expand to replace components of the pie that cannot be scored.*

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

What are the Program Coordinator and Dean Standards?

These standards define excellence for program coordinators and deans in DCPS. They include:

- Standard 1: Core Job Functions
- Standard 2: Programmatic Goals
- Standard 3: Positive Rapport with Students and Families
- Standard 4: Collaboration
- Standard 5: Adaptability
- Standard 6: Use of Data
- Standard 7: Management and Leadership

Who developed the Program Coordinator and Dean Standards?

The standards were developed in collaboration with DCPS program coordinators and deans, administrators, and central office staff.

How will my proficiency in the Program Coordinator and Dean Standards be assessed?

Your administrator will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 4 and the second by June 9.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Program Coordinator and Dean Standards rubric and discuss next steps for professional growth.

If your administrator makes at least two attempts to schedule a conference with you prior to the Cycle deadline and you are unable to meet or unresponsive, the assessment will be valid without the conference. Valid attempt methods include, but are not limited to, phone calls, text messages, emails, notes in your school inbox, and/or in-person conversations.

How will my proficiency in the Program Coordinator and Dean Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

How will staff members who have earned Highly Effective ratings two years in a row be assessed this year?

Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by February 4. If the score from this assessment is 3.0 or higher, the staff member will not receive her/his second assessment, unless requested by the staff member. If the score is below 3.0, the staff member will continue on the normal assessment schedule.

Please note that staff members who are shared between two schools will receive an assessment by each of their administrators by February 4. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

If I have earned Highly Effective ratings two years in a row and qualify for reduced assessments this year, may I request to receive the full set of assessments available to staff members in my IMPACT group?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced assessments. At that point, you may log into the IMPACT database at http://impactdcps.dc.gov to indicate that you would like to receive your remaining assessment(s).

SAMPLE SCORE CHART

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)	CYCLE ENDS 2/4	CYCLE ENDS 6/9	OVERALL *(Average of Cycles)*
PCD SCORE *(Average of PCD 1 to PCD 7)*	3.42	3.71	3.57
PCD 1: Core Job Functions	3.0	4.0	
PCD 2: Programmatic Goals	4.0	3.0	
PCD 3: Positive Rapport with Students and Families	4.0	4.0	
PCD 4: Collaboration	3.0	3.0	
PCD 5: Adaptability	4.0	4.0	
PCD 6: Use of Data	3.0	4.0	
PCD 7: Management and Leadership	3.0	4.0	

Brian Tropiano

If I have additional questions about the Program Coordinator and Dean Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
PCD 1	**CORE JOB FUNCTIONS**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by developing new skills to become more effective at her/his work, by taking on and successfully fulfilling additional responsibilities, and/or by exceeding expectations on assigned work.	Program coordinator or dean **consistently** accomplishes core job functions in a timely and effective manner.

For example:

- *Communicating clearly with diverse stakeholders in both oral and written forms*
- *Anticipating and responding to stakeholder needs effectively and courteously*
- *Monitoring guidelines, timelines, and completion of student assessments, evaluations, IEPs, and triennial re-evaluations according to federal, state, and district guidelines*
- *Reviewing Hearing Officer Decision/Settlement Agreement requirements to determine needs and ensure compliance*
- *Responding promptly to all parent requests for documents, meetings, and evaluations*
- *Preparing for, attending, and facilitating meetings related to student performance, evaluation, and progress*

PCD 2	**PROGRAMMATIC GOALS**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by proactively and meaningfully involving the school community in the development of the programmatic goals.	Program coordinator or dean **consistently** works towards and achieves clear, measurable, and ambitious programmatic goals.
PCD 3	**POSITIVE RAPPORT WITH STUDENTS AND FAMILIES**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of time and energy towards building positive and productive relationships with students and families who face the greatest challenges.	Program coordinator or dean **consistently** builds positive and productive relationships with students and their families.

For example:

- *Conducting regular phone calls, home visits, and other outreach to communicate with parents/guardians, and creating a welcoming office environment for students and families*
- *Embedding early dispute resolution interventions to ensure conflict is addressed prior to due process*

PCD 4	**COLLABORATION**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of time and energy towards helping colleagues address challenges in their work.	Program coordinator or dean **consistently** collaborates with other staff members in an effective manner.

For example:

- *Assisting staff with the development and implementation of school compliance management systems and/or internal audit systems*
- *Assisting colleagues in completing necessary meeting materials (e.g., draft IEPs, evaluations) in a timely manner*
- *Assisting classroom and special education teachers with the development of Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA)*

LEVEL 2	LEVEL 1 (LOWEST)
Program coordinator or dean **sometimes** accomplishes core job functions in a timely and effective manner.	Program coordinator or dean **rarely or never** accomplishes core job functions in a timely and effective manner.
Program coordinator or dean **sometimes** works towards and achieves clear, measurable, and ambitious programmatic goals.	Program coordinator or dean **rarely or never** works towards or achieves clear, measurable, and ambitious programmatic goals.
Program coordinator or dean **sometimes** builds positive and productive relationships with students and their families.	Program coordinator or dean **rarely or never** builds positive and productive relationships with students and their families.
Program coordinator or dean **sometimes** collaborates with other staff members in an effective manner.	Program coordinator or dean **rarely or never** collaborates with other staff members in an effective manner.

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
PCD 5 ADAPTABILITY	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by helping colleagues perform at a high level in challenging situations.	Program coordinator or dean **consistently** performs at a high level in challenging situations.
	For example: • *Adapting flexibly to shifting projects or priorities to meet the needs of a dynamic transformation effort within the school and the Office of Specialized Instruction*	
PCD 6 USE OF DATA	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by sharing data, as appropriate, with the school community to help increase investment in programmatic goals.	Program coordinator or dean **consistently** uses accurate, timely, and detailed data from multiple sources to guide her/his work.
	For example: • *Monitoring data collection for SEDS and Medicaid* • *Ensuring data used for student meetings is relevant and up to date* • *Supporting school staff in providing effective student interventions based on IEP data and team recommendations* • *Utilizing SEDS and Blackman-Jones to ensure meetings are compliant and reflective of current activity*	
PCD 7 MANAGEMENT AND LEADERSHIP	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by building other staff members' capacity to take on leadership responsibilities.	Program coordinator or dean **consistently** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.
	For example: • *Coaching, mentoring, and challenging other special education staff to excel despite obstacles and challenging situations* • *Providing professional development to school staff regarding research-based best practices in special education*	

LEVEL 2	LEVEL 1 (LOWEST)
Program coordinator or dean **sometimes** performs at a high level in challenging situations.	Program coordinator or dean **rarely or never** performs at a high level in challenging situations.
Program coordinator or dean **sometimes** uses accurate, timely, and detailed data from multiple sources to guide her/his work.	Program coordinator or dean **rarely or never** uses accurate, timely, and detailed data from multiple sources to guide her/his work.
Program coordinator or dean **sometimes** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.	Program coordinator or dean **rarely or never** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.

SIEPT SCHOOL INDIVIDUALIZED EDUCATION PLAN TIMELINESS

What is School IEP Timeliness?

This is a measure of the extent to which individuals at your school complete their assigned Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that all of the IEPs for the students in your school are renewed on time. This is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my School IEP Timeliness be calculated?

You will first have the opportunity to confirm the IEPs for which you or someone at your school served as case manager. Your School IEP Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

* *Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*

Andy Le

Katie Rossman

Katie Rossman

Andy Le

If I have additional questions about School IEP Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SIEPT SCHOOL INDIVIDUALIZED EDUCATION PLAN TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
SIEPT 1	SCHOOL INDIVIDUALIZED EDUCATION PLAN TIMELINESS	
	School completes **100%** of required Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	School completes **95-99%** of required Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

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LEVEL 2	LEVEL 1 (LOWEST)
School completes **90-94%** of required Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	School completes **less than 90%** of required Individualized Education Plans within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

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Michael DeAngelis

SELT SCHOOL ELIGIBILITY TIMELINESS

What is School Eligibility Timeliness?

This is a measure of the extent to which individuals at your school complete the special education eligibility process for their assigned students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that the special education eligibility process for the students in your school is completed in a timely fashion. This is critical to ensuring that our students receive all the services they need.

How will my School Eligibility Timeliness be calculated?

You will first have an opportunity to confirm the students for whom you or someone at your school completed the special education eligibility process. Your School Eligibility Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

* *Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*

Michael DeAngelis

Bel Perez Gabilondo

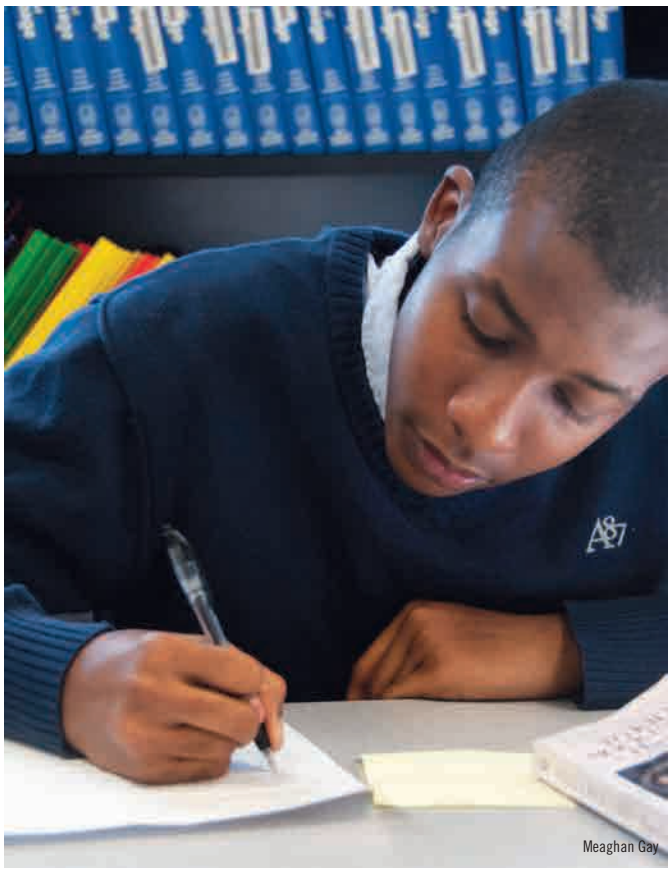
Brian Tropiano

If I have additional questions about School Eligibility Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

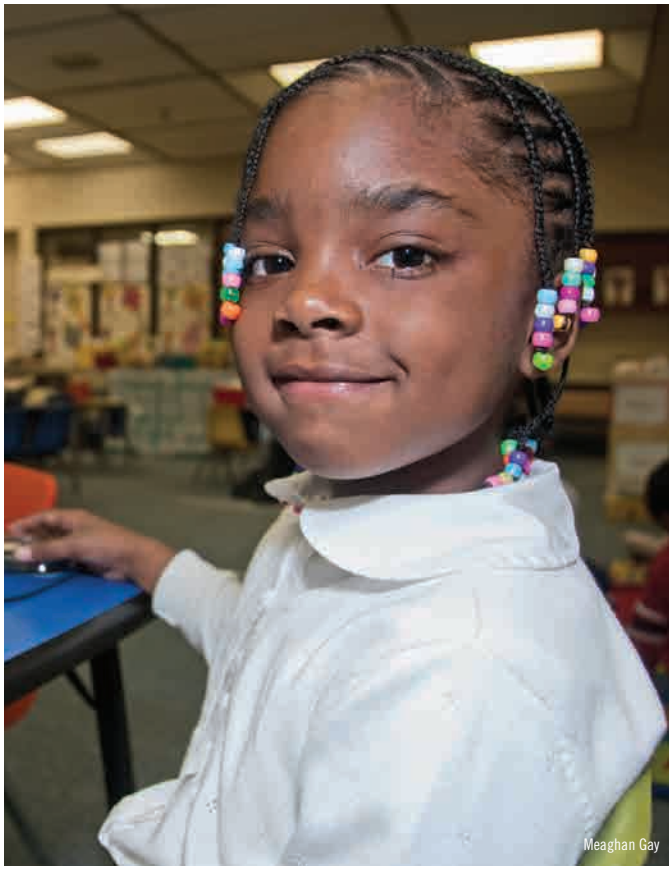
SELT SCHOOL ELIGIBILITY TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
SELT 1	SCHOOL ELIGIBILITY TIMELINESS	
	School completes the required special education eligibility process for **100%** of students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	School completes the required special education eligibility process for **95-99%** of students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.


Meaghan Gay

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
School completes the required special education eligibility process for **90-94%** of students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.	School completes the required special education eligibility process for **less than 90%** of students within the timeframe and in accordance with the rules established by the DCPS Office of Specialized Instruction.


Meaghan Gay

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CSC COMMITMENT TO THE SCHOOL COMMUNITY

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section. The first assessment will occur by February 4 and the second by June 15. For more information about school-specific CSC expectations, please contact your administrator.

At the end of each cycle, you can view your final Commitment to the School Community rating in the IMPACT database (http://impactdcps.dc.gov). While a conference to discuss your Commitment to the School Community rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 2/4	CYCLE ENDS 6/15	OVERALL *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.40	3.60	3.50
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

Michael DeAngelis

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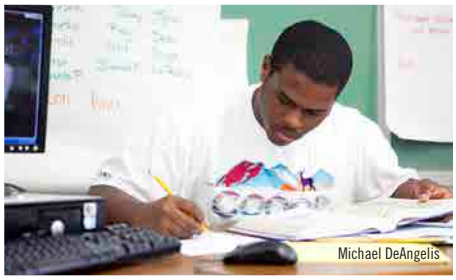
Bel Perez Gabilondo

Bel Perez Gabilondo


Michael DeAngelis

Michael DeAngelis

Bel Perez Gabilondo

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1	**SUPPORT OF THE LOCAL SCHOOL INITIATIVES**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local initiatives include: increased student attendance rate, suspension rate reduction, use of inquiry-based lessons, and school-wide behavioral supports or programs.	
CSC 2	**SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS***	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).	
CSC 3	**HIGH EXPECTATIONS**	
	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: supporting achievement through rigorous academic work and challenging extracurricular opportunities; modeling high personal standards; assigning and communicating grades in a manner consistent with district and school grading policy; and emphasizing pride in self, school, and community.	

* *This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives in an effective manner.	Individual **rarely or never** supports the local school initiatives in an effective manner.
Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.	Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.	Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

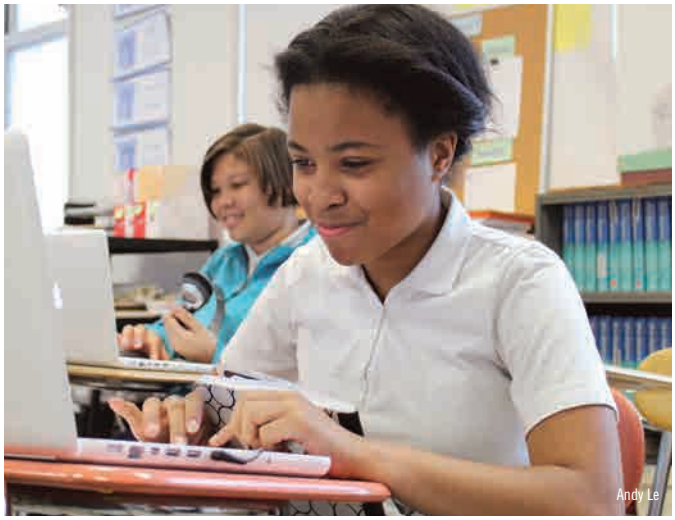
CSC COMMITMENT TO THE SCHOOL COMMUNITY

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4	**PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: communicating with families regularly (e.g., phone calls, text messages, emails, or home visits), including families in class projects, sharing data with families about student progress (strengths and areas for growth) and strategies for supporting student learning at home, collaborating with families to set goals throughout the year, encouraging families to attend school and district events including parent-teacher conferences, and creating a welcoming classroom environment for families.	
CSC 5	**INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)**	
	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.	

Andy Le

Brian Tropiano

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.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CP CORE PROFESSIONALISM

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 4 and the second by June 15.

At the end of each cycle, you can view your final Core Professionalism rating in the IMPACT database (http://impactdcps.dc.gov). While a conference to discuss your Core Professionalism rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism ratings for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

SAMPLE SCORE CHART

CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 2/4	CYCLE ENDS 6/15	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

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If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CP CORE PROFESSIONALISM

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1	**ATTENDANCE**	
	Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2	**ON-TIME ARRIVAL**	
	Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3	**POLICIES AND PROCEDURES**	
	Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception,** individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4	**RESPECT**	
	Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forthby local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

FOR SPECIAL EDUCATION COORDINATORS

The Office of Specialized Instruction (OSI) offers a variety of professional development opportunities throughout the summer and school year. OSI also provides a range of other opportunities on topics such as transition, self-advocacy, Least Restrictive Environment, Section 504, and de-escalation strategies. For more information about these trainings and to view OSI's professional development calendar, visit the special education page of the Educator Portal+. The portal also has resources to support coordinators in maintaining compliance, working with related service providers, using the Special Education Data Systems (SEDS), and more.

SEDS training is offered regularly by the Office of Data and Strategy to support teachers in using the EasyIEP program. SEDS training assists teachers in navigating the data system, accessing Individualized Education Plans (IEPs), analyzing and entering data, and ordering assessments. To sign up for training, visit https://octo.quickbase.com/db/berthuw6f.

The Office of the State Superintendent of Education (OSSE) provides professional development and technical assistance for special education teachers, including workshops on data-driven instruction, assessment, behavior interventions, secondary transitions, and more. For additional information about this support, visit the Division of Special Education (DSE) Training and Technical Assistance Unit section of the OSSE website at http://osse.dc.gov.

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities, gifts, and talents. The CEC offers professional development through webinars, conferences, and workshops, and posts resources on the Teaching and Learning Center page of their website. For more information, visit www.sped.org.

PD PLANNER

PD Planner is an online catalog of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS and the Washington Teachers' Union. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at http://dcps.schoolnet.com. Instructional coaches or principals can provide login information.

EDUCATOR PORTAL+

The Educator Portal+ (www.educatorportalplus.com) is an online platform that provides teachers with curricular resources across all subjects. Curricular resources are aligned with Common Core State Standards, Next Generation Science Standards, and District of Columbia standards.

In addition, through the Educator Portal+, teachers may access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework (TLF). Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and subject areas
- **Teach Standard Resource Sets:** A collection of self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard

Teachers may access these resources and sign up for relevant events and announcements by visiting www.educatorportalplus.com and logging in using their DCPS email address (first.last@dc.gov) and e-mail password. Should they have questions, teachers may contact educator.portal@dc.gov.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at http://www.ibo.org/events.

DCPS UNION PARTNERS

Most DCPS staff members are represented by one of four valued union partners. Should employees have questions regarding their union membership, they may contact HR Answers at 202-442-4090. Our union partners include:

- **American Federation of State, County, and Municipal Employees (AFSCME) Local 2921:** American Federation of State, County, and Municipal Employees (AFSCME) members work in public schools throughout the nation in helping children realize their full potential. They do so by providing services critical to an effective and healthy learning environment — assisting in the classroom, and providing clerical and other support to teachers, administrators, and families. AFSCME Local 2921 represents DCPS' school-based clerical staff and educational aides. For more information, please visit www.districtcouncil20.org.
- **Teamsters Local 639:** The Teamsters union mission is to organize and educate workers toward a higher standard of living. Teamster contracts are the guarantors of decent wages, fair promotion, health coverage, job security, paid time off, and retirement income. Teamsters Local 639 represents DCPS' custodians and attendance counselors. For more information, please visit www.teamsters639.com.
- **Council of School Officers (CSO):** The Council of School Officers union (CSO) represents DCPS Administrators below the rank of Instructional Superintendent. The CSO works to bring about fair and equitable labor agreements such as contracts, fair wages, and job descriptions on behalf of their members who serve our students and communities. For more information, please visit www.councilofschoolofficers.org.
- **Washington Teachers' Union (WTU):** The Washington Teachers' Union (WTU) represents more than 4,500 members in Washington, D.C., including teachers, related service providers, counselors, and others. The WTU is dedicated to social and educational justice for the students of the District of Columbia and to improving the quality of support, resources, compensation, and working conditions for the public servants and proud teachers who educate our students in D.C. Public Schools. For more information, please visit www.wtulocal6.org.

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall score for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates "weighted scores" for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Program Coordinator and Dean Standards (PCD)	3.57	x 40	= 142.8
School Individualized Education Plan Timeliness (SIEPT)	3.00	x 25	= 75.0
School Eligibility Timeliness (SELT)	3.00	x 25	= 75.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
TOTAL			**328**

Step 3

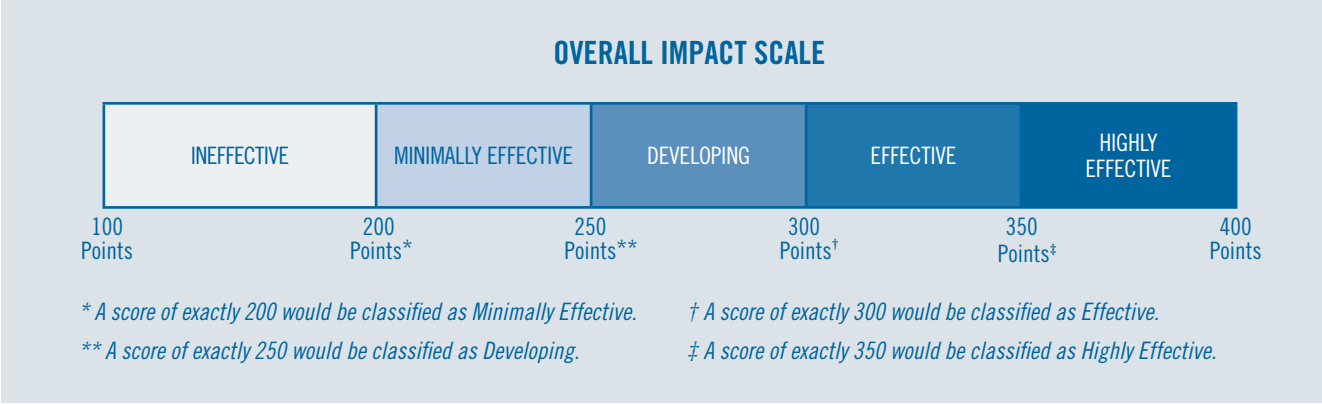
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.



Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines,* changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score and consequences based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, "assessments" refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

** Specifically, DCPS may, at its discretion, revise 2015–2016 cycle deadline dates in order to accommodate district-wide testing schedules.*

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Council of School Officers (CSO) and the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation as outlined in the IMPACT*plus* section of this guidebook.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. In addition, a CSO or WTU member who earns a Developing rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If, after three years, an individual does not move beyond the Developing rating, he or she will be subject to separation.

Minimally Effective: This rating signifies performance that is significantly below expectations. In addition, a CSO or WTU member who earns a Minimally Effective rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If, after two years, an individual does not move beyond the Minimally Effective rating, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation.

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that an educator who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel comprised of senior leaders in DCPS will review the recommendation and issue a decision. Teachers will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

What can I do if I disagree with my final rating?

If you receive a final IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor who will make a final decision. More information regarding the Chancellor's Appeals Process and final IMPACT scores will be shared with eligible employees.

Note: Employees may have other appeals options available through their union's collective bargaining agreement and are encouraged to contact their union representative for more information.

Can I contest a score in the middle of the year?

No. The formal appeals process takes place after final IMPACT ratings are calculated at the end of the school year. However, during the school year, if you have additional evidence which you believe should be reviewed in determining a specific assessment score, you may submit that evidence directly to your assessor for his or her consideration.

IMPACT*plus* — WTU

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Highly Effective and Effective teachers who reach the Advanced Teacher LIFT stage and Highly Effective teachers who reach the Distinguished Teacher and Expert Teacher LIFT stages at high-poverty schools may be eligible for base salary increases.

How do I know if I am a WTU member?

All teachers, instructional coaches, librarians, counselors, some related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

How will I know if I received a Highly Effective rating?

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a "full" union member to be eligible for IMPACT*plus*?

No. You only need "agency fee" status to be eligible for IMPACT*plus*. To learn more about this status, you may contact the WTU at 202-293-8600.

How does it work?

For WTU members who are not teachers or instructional coaches, IMPACT*plus* consists of an annual bonus. The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$2,000
	Low-Poverty	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do staff in high-poverty schools receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding staff members. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I *retire* at the end of the 2015–2016 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2015–2016 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent staff members, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting this bonus?

Yes. After accepting the bonus, you will no longer have access to the "extra year," early retirement, or buyout options if you are excessed at any time in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at wtulocal6.org.

Am I required to accept the bonus?

No. If you would prefer not to give up the "extra year," early retirement, or buyout options related to excessing, you may forgo the bonus.

How will I communicate with DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, the IMPACT team will notify you via email if you are eligible for an IMPACT*plus* bonus. You will submit your acceptance decision by logging into the IMPACT database at impactdcps.dc.gov. DCPS will provide more details at that time.

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal taxes?

Yes.

If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

IMPACT*plus* — CSO

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

All CSO members who earn a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACT*plus*.

How do I know if I am a CSO member?

The CSO represents school-based administrators and certain related service providers; a list of CSO positions may be found in the CSO contract. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the CSO at 202-526-4700.

How will I know if I received a Highly Effective rating?

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a "full" union member to be eligible for IMPACT*plus*?

No. You only need "agency fee" status to be eligible for IMPACT*plus*. To learn more about your status, you may contact the CSO at 202-526-4700.

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE 40 TARGETED SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	$1,500	$500	$2,000
	Low-Poverty	$1,000	n/a	$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/page/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do CSO members in high-poverty schools receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding staff members. This is why we are offering higher bonuses to the individuals who serve in these schools.

Why do CSO members who work in the 40 targeted schools receive a special add-on?

One of the goals outlined in DCPS's five year strategic plan, *A Capital Commitment,* is that by 2017, our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. We felt it was appropriate to recognize Highly Effective staff in these schools with higher bonuses, given the additional challenges they face.

How do I know if I work in one of the 40 targeted schools?

If you are not sure, please ask your administrator. You may also contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

If I *retire* at the end of the 2015–2016 school year, will I be eligible for the bonus?

Yes.

Will the bonus count toward my pension calculation?

No.

If I *resign* at the end of the 2015–2016 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent staff members, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal taxes?

Yes.

If I earn a Highly Effective rating again in the next school year (2016–2017), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CONCLUDING MESSAGE

This system is called "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. You are the most important lever of change in our school system.

Our strategic plan, *A Capital Commitment,* is an ambitious vision of what our collective impact will be by 2017, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what's possible.

While the goals we have set are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.

NOTES

NOTES

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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