



Washington Teachers' Union

DCPS responds to questions from WTU and members about the FY16 Budget Process

1. What is the process for deciding if a position and/or teacher is not included in next year's budget?

DCPS: The process for making those reductions is outlined in the excessing section of our contract.

2. In areas where there are multiple teachers on a grade level or department, how is it decided who is let go on the team? Is it up to the principal's discretion? By seniority, campus-wide and district-wide?

DCPS: Again, this process is outlined in the excessing section of our contract.

3. Do IMPACT scores come into play in making budgetary decisions?

DCPS: Per the contract, IMPACT scores are part of the excessing rubric.

4. What's the process for challenging a principal's decision if the LSAT was not engaged in any part of the budget process? Is there a time limit for filing an appeal?

DCPS: As with the rest of the contract, if a member feels there was a violation of the agreement, the grievance process applies.

5. What are the consequences if the principal signs the names of LSAT members without prior permission?

DCPS: We will investigate any such situations and respond as appropriate.

6. Now that school budgets for next year have been submitted, what happens next? Please provide a timetable from when the budgets were to be submitted to Central Office through the time that budgets are actually approved.

DCPS: The DCPS budget was submitted to the city's Office of Budget & Planning on Monday, March 23rd and will be announced by Mayor Bowser this week. The budget is then submitted to the DC Council for review and approval. That will take at least the next month. The DCPS FY2016 Budget Hearing is scheduled for the end of April.

7. Is there a universal budget formula provided to schools as a template for developing the budget? If so, what is the formula? Please provide a real school sample of the formula and calculations used to determine a budget.

DCPS: We use a comprehensive staffing model (CSM) to allocate funds to schools, which is mainly based on two factors: total student enrollment, and student make-up. Total student enrollment is used to create thresholds for the allocation of certain positions; for example, a middle school with less than 300 students only receives a percentage of an Assistant Principal position, while a middle school with more than 300 students receives a full-time AP. Student make-up includes special education, ELL, student proficiency, and at-risk student status. We allocate positions based on how a school's given number of students falls within that spectrum; for example, an elementary school in our 40 lowest performing schools in terms of student proficiency levels would receive a full-time Assistant Principal for Literacy or a reading specialist.



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8. When will FY16 budgets be uploaded in the system for use?

DCPS: The FY16 budgets will be available on our website after the Mayor officially announces her budget. We expect that to be no later than the end of this week (April 3).

9. Are local schools budgets and meetings public? If so, where should the budget and LSAT meeting notes be stored and accessible for school stakeholder to review? In the library? Main office? Should LSAT meeting announcements be disseminated to all school stakeholders? Is LSAT still responsible for holding two community meetings? What happens if this is not happening in my school? Who do I report this to for support?

DCPS: School budgets are public. LSAT recommendations can be shared with the school faculty if the team so chooses.