

GROUP 19



TABLE OF CONTENTS

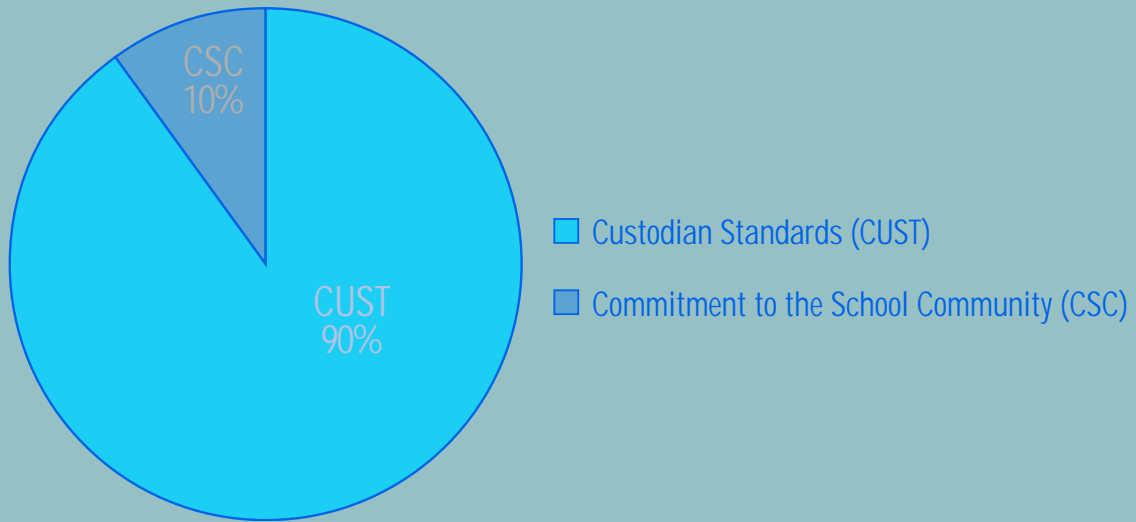
2	Putting Growth First
4	Overview
5	IMPACT Components
20	Putting It All Together
24	IMPACT
28	Concluding Message

PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and



IMPACT COMPONENTS FOR GROUP 19



What are the Custodian Standards?

These standards define excellence for custodians and Head Custodians in DCPS. They include:

- Standard 1: Building Maintenance
- Standard 2: Classrooms and Office Spaces
- Standard 3: Common Areas and School Grounds
- Standard 4: Restrooms
- Standard 5: Moving and Arranging
- Standard 6: Safety
- Standard 7: Records and Work Orders (For Head Custodians Only)
- Standard 8: Management and Leadership (For Head Custodians Only)

Who developed the Custodian Standards?

The standards were developed in collaboration with DCPS custodians, administrators, and central office staff.

How will my proficiency in the Custodian Standards be assessed?

Your administrator will assess your proficiency in the Custodian Standards according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Custodian 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 Custodian Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) score 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 two 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 at the conclusion of this section.

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

SAMPLE SCORE CHART
CUSTODIAN STANDARDS (CUST)

CUSTODIAN STANDARDS (CUST)	CYCLE 1	CYCLE 3	OVERALL (Average of Cycle)
CUST 1: Building Maintenance	3.0	4.0	
CUST 2: Classrooms and Office Spaces	4.0	3.0	
CUST 3: Common Areas and School Grounds	3.0	4.0	
CUST 4: Restrooms	4.0	3.0	
CUST 5: Moving and Arranging	3.0	3.0	

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 1

BUILDING MAINTENANCE

Custodian **meets Level 3** expectations AND **extends impact** by proactively working to prevent maintenance issues in an effort to ensure no disruptions to student learning.

Custodian **consistently** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

CUST 2

CLASSROOMS AND OFFICE SPACES

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to classrooms and office spaces.

Custodian **consistently** cleans and maintains classrooms and office spaces in a timely and efficient manner.

CUST 3

COMMON AREAS AND SCHOOL GROUNDS

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to the school's common areas.

Custodian **consistently** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 6

SAFETY

Custodian **meets Level 3** expectations AND **extends impact** by improving the safety of the school environment.

Custodian **consistently** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner.

CUST 7

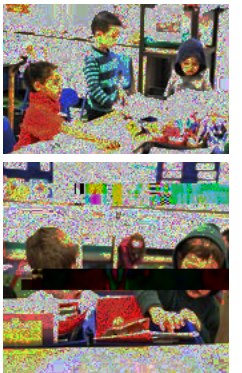
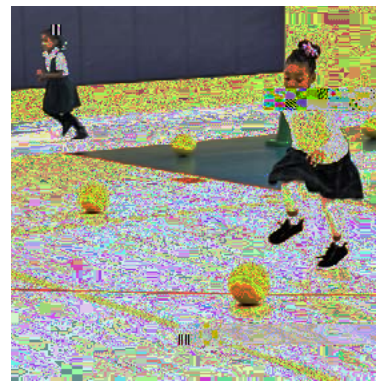
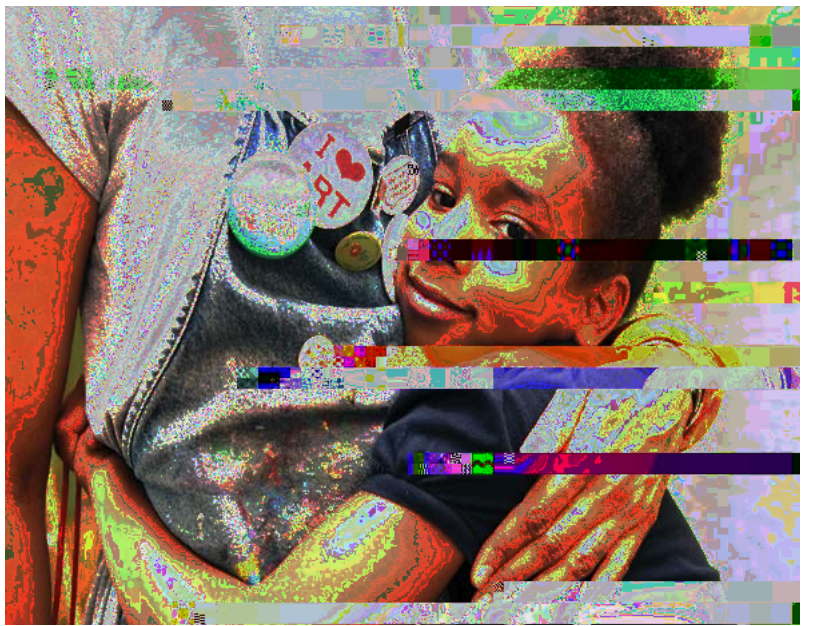
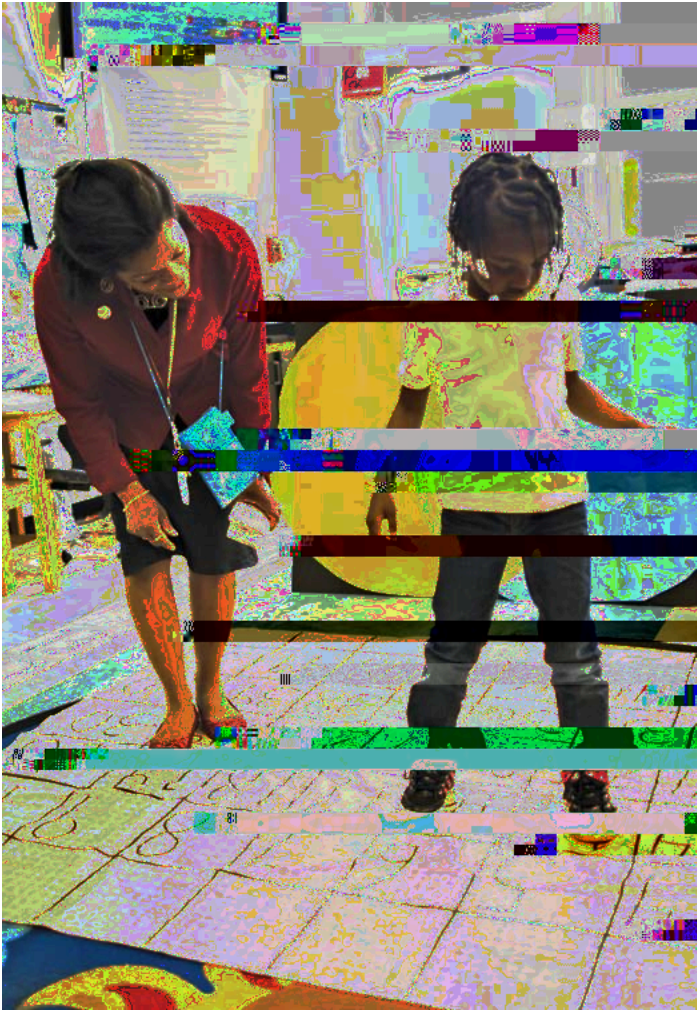
RECORDS AND WORK ORDERS (FOR HEAD CUSTODIANS ONLY)

Head custodian **meets Level 3** expectations AND **extends impact** by improving record-keeping systems and/or by dedicating truly exceptional effort towards ensuring that work orders are completed in a timely fashion.

MANAGEMENT AND LEADERSHIP Custodian **meets** necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their (e)-0n-U823g (n90 792 re08)-5.5 (o)-3.)



LEVEL 2	LEVEL 1 (LOWEST)





LEVEL 4 (HIGHEST)	LEVEL 3

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 you two times during the year according to the rubric at the conclusion of this section.

At the end of each cycle, you can view your final



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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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 forth by 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) OR individual has committed a **single egregious act** in violation of DCPS and/or local school policies and procedures as determined by the school leader.

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.

Step 3

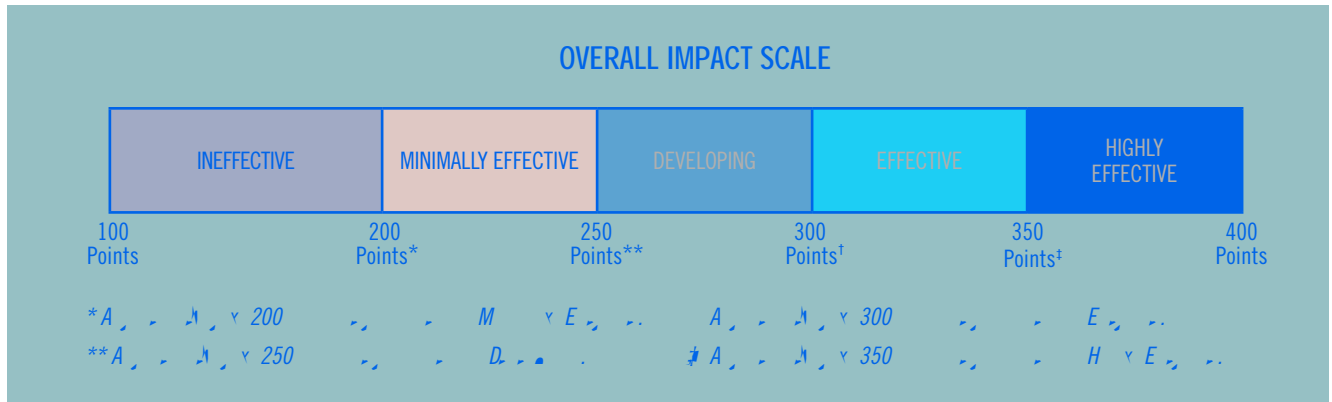
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets

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.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) are eligible for additional compensation as outlined in the IMPACT section of this guidebook. All individuals rated as Highly Effective will progress normally on their pay scales.

Effective: This rating signifies solid performance. These individuals will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. A WTU or CSO 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, regardless of union affiliation or position change, 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. A WTU or CSO 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 an individual, regardless of union affiliation or position change, receives two consecutive Minimally Effective ratings, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Individuals, regardless of union affiliation or position change, who receive this rating for one year will be subject to separation.

Note: When an individual transitions to a different IMPACT group, the prior year(s) IMPACT rating(s) will be linked to any subsequent IMPACT ratings for separation determinations.

If I have a concern about my rating, whom should I contact?

If you ever have a concern, contact the IMPACT team at 202-719-6553 or

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 regardless of union affiliation or position change.

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

What is IMPACT*plus*?

IMPACT 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*?

Why do CSO members in high-poverty and Comprehensive Support and Improvement, type 1 (CS1) schools

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.

If I am on leave at the time of bonus distribution, will I be eligible for the bonus?

Staff members on FMLA leave at the time of bonus distribution will receive the bonus at that time. If you are on a different kind of leave, please consult the IMPACT page on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or impact.dcps@k12.dc.gov.

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 in the following academic year.

Will the bonus be subject to taxes?

Yes.

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. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

While the goals we set for our students and ourselves 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.

Through our collective commitment to excellence and equity, our school leaders, teachers, staff, parents, community partners, and students, we will keep DCPS rising!



