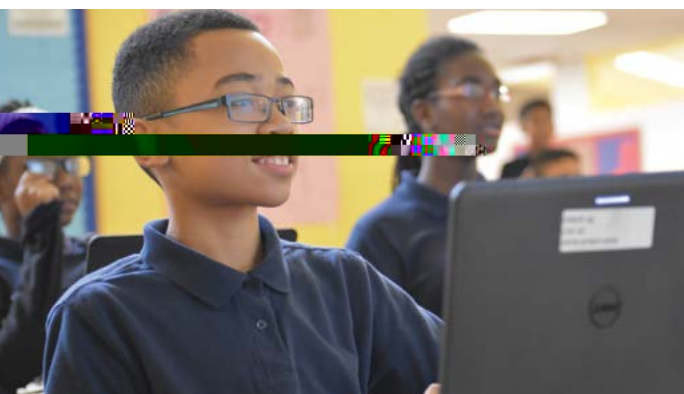


# GROUP 20



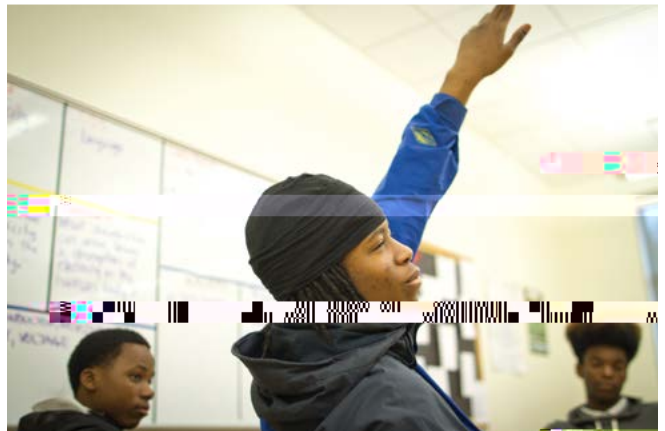
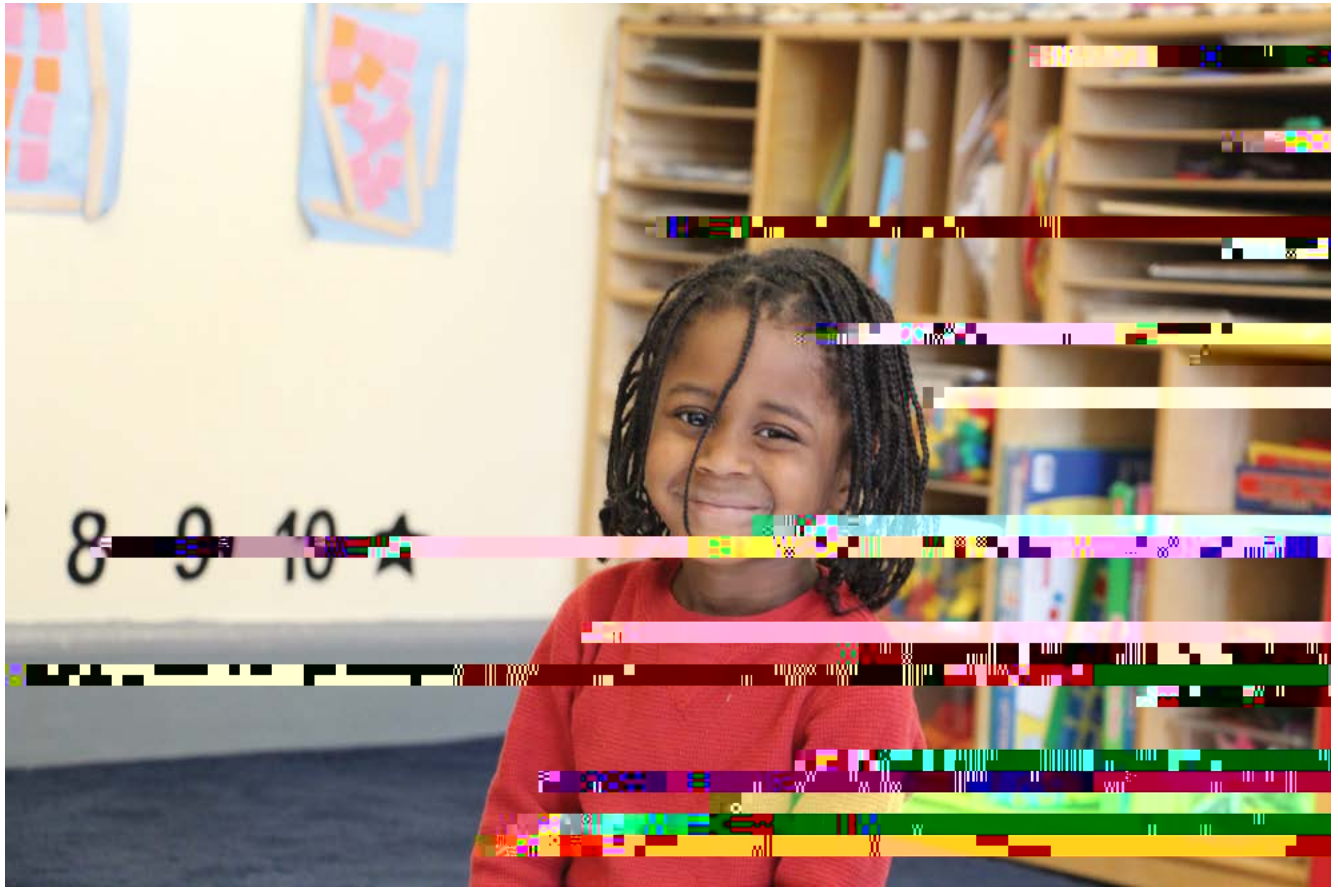


# TABLE OF CONTENTS

<b>2</b>	Putting Growth First
<b>4</b>	Overview
<b>5</b>	IMPACT Components
<b>14</b>	Putting It All Together
<b>18</b>	IMPACT <i>plus</i>
<b>22</b>	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



# GROUP 20: OVERVIEW

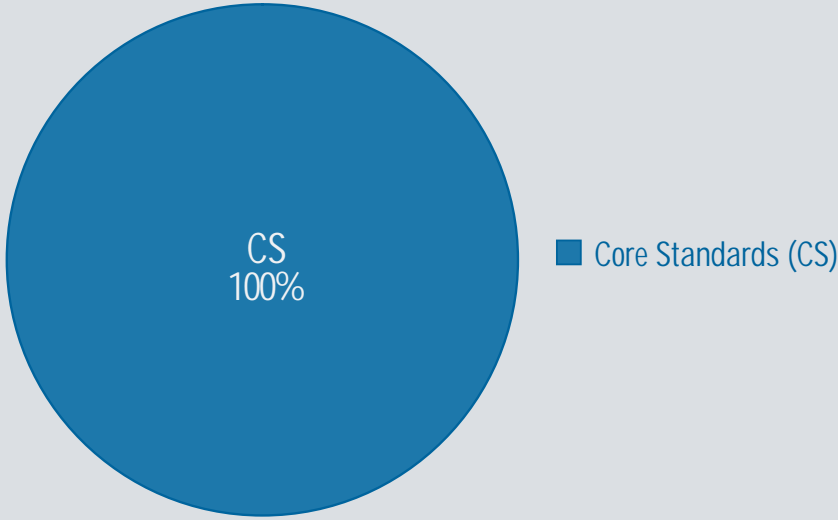
## Who is in Group 20?

Group 20 consists of all school-based personnel who are not covered by Groups 1–19.

## What are the IMPACT components for members of Group 20?

There are two IMPACT components for members of Group 20. Each is explained in greater detail in the following sections of this guidebook.

## IMPACT COMPONENT FOR GROUP 20



## What are the Core Standards?

The Core Standards define excellence for all school-based personnel who are not covered by Groups 1–19. They include:

- Standard 1: Core Job Functions
- Standard 2: Positive Rapport with Students and Families
- Standard 3: Customer Service
- Standard 4: Communication
- Standard 5: Adaptability

## Who developed the Core Standards?

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

## How will my proficiency in the Core

### Standards be assessed?

Your administrator (or program supervisor) will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally twice during the year.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Standards rubric and discuss next steps for professional growth.

Ifnference you will req2were developedcha standards were developed in collaboration with DCPS school



SAMPLE SCORE CHART  
**CORE STANDARDS (CS)**

CORE STANDARDS (CS)	CYCLE 1	CYCLE 3	OVERALL



LEVEL 2	LEVEL 1 (LOWEST)

**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 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 rated?**

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 receive a Core Professionalism rating of Meets Standard in Cycle 1 and Cycle 3 (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall rating for this component will be Meets Standard and you will see no change in your final IMPACT score.

If you receive a rating of Slightly Below Standard on any standard 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. This is the case in the sample rating chart below.

If you receive a rating of Significantly Below Standard on any standard 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.

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g. a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 3 result in a 30 point deduction from your final IMPACT score).

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 RATING CHART  
CORE PROFESSIONALISM (CP)

SAMPLE RATING CHART			
CORE PROFESSIONALISM (CP)			



IMPACT Cycle dates are listed in the **IMPACT** *A a R e e c e G d e.*

### 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](mailto:impact.dcps@k12.dc.gov).

**MEETS STANDARD**

**SLIGHTLY BELOW STANDARD**

**CP 1**

**ATTENDANCE**

## 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 **displays evidence** of failing to follow DCPS and local school policies and procedures (for example, procedures for staff attire).





## Step 5



### **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?**

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 regardless of union affiliation or position change.

### **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 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.





## What is IMPACT ?

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 ?

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

## 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 COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) 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 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 do I know my school's poverty level?

Each school's poverty level is listed on the IMPACT*plus* page on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

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

To access this information, log into the IMPACT database at [impactdcps.dc.gov](http://impactdcps.dc.gov). If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov).

## Do I need to be a full union member to be eligible for IMPACT ?

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.

## What are the Comprehensive Support and Improvement, type 1 (CS1) schools?

OSSE determines the Comprehensive School designations based on a school's School Transparency and Reporting (STAR) Framework score. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement, type 1 (CS1) schools, and this designation lasts for 3 years. For more information on CS1 schools, please visit OSSE's website at [osse.dc.gov/investmentinschools](http://osse.dc.gov/investmentinschools).

### **Why do CSO members in high-poverty and Comprehensive Support and Improvement, type 1 (CS1) schools receive higher bonuses?**

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

### **How do I know if I work in one of the Comprehensive Support and Improvement, type 1 (CS1) schools?**

If you are not sure, please ask your administrator or refer to the *IMPACTplus* page on Canvas. You may also contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov).

### **If I leave at the end of the school year, will I be eligible for the bonus?**

Yes.

### **Will the bonus count toward my pension calculation?**

No.

### **If I leave at the end of the school year, will I be eligible for the bonus?**

No. In addition to recognizing and rewarding excellent staff members, *IMPACTplus* 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.

### **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 *IMPACTplus* page on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto: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.

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

Please contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.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. 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!











